



Board Packet

August 31, 2020

Bozeman School District 7

404 West Main
Bozeman, Montana 59715

Core Purpose

“Bozeman Public Schools exist to provide an outstanding education that inspires and ensures high achievement so every student can succeed and make a difference in a rapidly changing world community.”

Core Values

- ☐ **High Student Achievement:** We are committed to ensuring that all students achieve at high levels.
- ☐ Committed, Quality Staff: We employ and retain well qualified and talented staff members who demonstrate a commitment to the core purpose of the District.
- ☐ **Community and Family Engagement:** We believe that parents and the community are essential contributors in the achievement of our goals.
- ☐ **Climate:** We operate in a climate of respect, honesty and hard work, recognizing the need to be adaptable and open to change.
- ☐ **Fiscal Responsibility:** We are fiscally responsible in the management and expenditure of all District resources.
- ☐ **Decision Making:** We rely on best practices research to guide our decision-making.

Big Audacious Goal – Envisioned Future

“The Bozeman Public School District is widely recognized as a vibrant, flexible and progressive educational system that generates student excellence and engages students to succeed and positively contribute in a global community.”

Goals of the Bozeman Public School District

Goal Area 1: Academic Performance:

Every student meets or exceeds the high academic standards of the Bozeman Public School District.

Goal Area 2: Operations and Capacity Building:

District operations, facilities and human resources support an efficient and progressive educational system.

Goal Area 3: Community Engagement and External Relations:

Bozeman Public Schools has created an environment in which parents, community, legislators and all education stakeholders are supportive, engaged, and contribute to successfully educate our students.

Goal Area 4: Student Success/Safety/Health/Welfare:

Bozeman Public Schools has effective systems in place for students to learn and staff to work in a safe and healthy environment.



Welcome to the Bozeman Public Schools Board of Trustees meeting!

If this is your first meeting

If this is your first time attending a meeting, let us extend our special welcome! These meetings are designed to give everyone the opportunity to participate in seeing how the Bozeman trustees facilitate school business.

What is the purpose of these meetings?

The meetings of the Bozeman Public Schools Board of Trustees are always open to the public. These meetings are held to officially conduct the business of the school district, as governed by Montana law. Trustees are responsible for key decisions, some of which include hiring of employees, reviewing negotiated agreements, approving new curriculum or changes to existing curricula, facility usage requests, and paying of monthly expenses.

How can I address the trustees?

Public Participation on Non-Agenda Items is the time for comment on public matters that are not on the agenda. Members of the audience are encouraged to briefly address the trustees on an issue that is not on the agenda. The Chair of the Board will seek comments from the audience on significant items as they occur. Public matters do not include any pending legal matters, private personnel issues or private student issues. Please do not attempt to address such issues at this time or you will be ruled out of order.

As we have done since March, the Board meeting will be held exclusively using Zoom. The Zoom format will provide for clearer two-way communication and maximize the number of people who can participate. There will not be an “on site in person” meeting.

[Zoom Meeting Link](#)

Remember our Disclaimer:

This is the time for comment on public matters that are not on the agenda. Members of the audience are encouraged to briefly address the trustees on an issue that is not on the agenda. The Chair of the Board will seek comments from the audience on significant items as they occur. Public matters do not include any pending legal matters, private personnel issues or private student issues. Please do not attempt to address such issues at this time or you will be ruled out of order.



BOARD OF TRUSTEES

TERM

Sandra Wilson -- Board Chair	2021
Greg Neil -- Vice Chair	2023
Kevin Black	2023
Douglas Fischer	2021
Gary Lusin	2021
Tanya Reinhardt	2022
Wendy Tage	2021
Andrew Willett	2022

EXECUTIVE CABINET

POSITION

Bob Connors	Superintendent
Marilyn King	Deputy Superintendent Instruction
Steve Johnson	Deputy Superintendent Operations
Casey Bertram	Deputy Superintendent Curriculum & Technology
Pat Strauss	Director of Human Resources

Public comment can be submitted electronically to trustees@bsd7.org

BOARD OF TRUSTEE STANDING COMMITTEE ASSIGNMENTS

Board of Trustee Standing Committees

Long-Range Strategic Planning (LRSP)

Trustees

Kevin Black
Greg Neil

Long-Range Facilities Planning (LRFP)

Trustees

Douglas Fischer
Gary Lusin
Wendy Tage

District Safety

Trustees

Andrew Willett
Tanya Reinhardt

BOARD OF TRUSTEE AD-HOC OR AS NEEDED COMMITTEES

Budget

Trustees

Douglas Fischer
Greg Neil
Andrew Willett
Sandy Wilson, Alternate

Teacher (BEA) Negotiations

Trustees

Gary Lusin
Greg Neil
Wendy Tage
Tanya Reinhardt, Alternate

BHS Construction Liaison

Trustees

Greg Neil
Wendy Tage
Sandy Wilson

Legislative Issues (Local Option Tax)

Trustees

Douglas Fischer
Tanya Reinhart, Alternate

TRUSTEE REPRESENTATION ON COMMITTEES/COUNCILS ASSOCIATED WITH BSD7

Bozeman Schools Foundation (BSF)

Trustees

Sandy Wilson

Wellness Advisory Liaison (WAC)

Trustees

Gary Lusin

Indian Ed for All (IEFA)

Trustees

Douglas Fischer

MTSBA Municipal Director and Delegates

Trustees

Gary Lusin, Municipal Director

Greg Neil, Delegate

Tanya Reinhardt, Delegate

Wendy Tage, Delegate

Sandy Wilson, Delegate

Douglas Fischer, Alternate

SCHOOL LIAISONS

Bozeman High School

Sandy Wilson

Gallatin High School

Sandy Wilson

Bridger Charter Program

Sandy Wilson

Chief Joseph Middle School

Tanya Reinhardt

Sacajawea Middle School

Kevin Black

Emily Dickinson Elementary School

Kevin Black

Hawthorne Elementary School

Wendy Tage

Hyalite Elementary School

Douglas Fischer

Irving Elementary School

Douglas Fischer

Longfellow Elementary School

Andy Willett

Meadowlark Elementary School

Wendy Tage

Morning Star Elementary School

Gary Lusin

Whittier Elementary School

Greg Neil



Bozeman Public Schools Upcoming Events

Sept. 1-Sept. 4		K-12 PIR Day	
September 7	Monday	NO SCHOOL - Labor Day	
September 8	Tuesday	First Day of School - 1-12	
September 14	Monday	Regular Board Meeting	5:45 PM
September 21	Monday	Special Board Meeting (Tentative)	5:45 PM
September 28	Monday	NO SCHOOL - K-12 PIR Day	
September 28	Monday	Special Board Meeting	
October 5	Monday	Special Board Meeting (Tentative)	5:56 PM
October 12	Monday	Regular Board Meeting	5:45 PM
October 15-16	Thursday/Friday	NO SCHOOL - K-12 PIR Days	
October 26-27	Monday/Tuesday	K-5 Parent Teacher Conferences	
October 26	Monday	Special Board Meeting	5:45 PM
November 9	Monday	Regular Board Meeting	5:45 PM
November 23	Monday	Special Board Meeting	5:45 PM
November 25-27		NO SCHOOL - Thanksgiving Break	
December 14	Monday	Regular Board Meeting	5:45 PM
December 21-Jan1		NO SCHOOL - Winter Break	
January 11	Monday	Regular Board Meeting	5:45 PM
January 18	Monday	NO SCHOOL - K-12 PIR/Martin Luther King Jr. Day	
January 25-26	Monday/Tuesday	9-12 PIR Day	
January 25	Monday	Special Board Meeting	5:45 PM
February 8	Monday	Regular Board Meeting	5:45 PM
February 15	Monday	President's Day Holiday - NO SCHOOL	
February 22	Monday	Special Board Meeting	5:45 PM
March 8	Monday	Regular Board Meeting	5:45 PM
March 15-19	Monday/Friday	Spring Break	
March 29	Monday	Special Board Meeting	5:45 PM



BOZEMAN SCHOOL DISTRICT NO. 7
WILLSON BOARD ROOM #122
MONDAY -- August 31, 2020 -- 5:45 PM

Special Board Meeting

No discussion on these items

5:45 1. Call to Order -- Roll Call -- Pledge of Allegiance

2. BSD7 Experience

2.1 Student Representatives Report

2.2 Board Education

The Board Education Opportunity is a **15-minute** segment that allows our Board to receive an educational snippet of what is happening in our District.

2.3 Recognition and Awards

2.3.1 Gail Schontzler

3. Public Comment on Non-Agenda Items

Recognition of visitors and explanation of procedures to be followed when addressing the Board. Members of the community are given the opportunity to make brief comments to the Board on any matter that is not included in the agenda. Public matters do not include any pending legal matters, private personnel issues, or private student issues. Please do not attempt to address such issues at this time or you will be ruled out of order.

4. Action Items -- Consent

4.1 Policy 2nd Reading

4.1.1 Consider Approval of Revised Policy #3150, Part-Time Attendance

4.1.2 Consider Approval of Revised Policies - #1000 Series

4.2 Minutes

4.3 High School District

4.4 Both Districts

4.4.1 Consider Approval of Additional and Alternate 2020-21 Transportation Bus Routes

4.5 Elementary District

5. Board Discussion

5.1 Policy 1st Reading

5.1.1 Discuss suggested revisions to Policies - #6000 Series

5.1.2 Discuss suggested revisions to Policies - #9000 Series

6. Action Items -- Singular

6.1 Both Districts

6.2 High School District

6.3 Elementary District

7. Reports

7.1 Executive Cabinet Report

7.2 Board of Trustees

Requests, Calendar, Concerns, Reports, Future Agenda Items, Open Meeting Topics for Next Meeting

_____ ADJOURN

The Board meeting will be held exclusively using Zoom. The Zoom format will provide for clearer two-way communication and maximize the number of people who can participate. There will not be an “on site in person” meeting. [Zoom Meeting Link](#)

Public comment may be submitted electronically to trustees@bsd7.org

PLEASE TURN OFF CELL PHONES



Meeting Date:	August 31, 2020
Category:	Recognition and Awards
Agenda Item #:	2.3.1
Originated By:	Bob Connors, Superintendent
Others Involved:	Board of Trustees

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

Recognize and Honor Gail Schnotzler, Bozeman Daily Chronicle

Fiscal Impact:

N/A

Recommendation:

It is recommended that the Board of Trustees adopt the following resolution:

- WHEREAS: This is a long recognition, but Gail Schontzler has written longer on tighter deadlines; and
- WHEREAS: In 1982, when several trustees now serving on this board had not yet started high school or even middle school, Schontzler began working as a wire editor at the Bozeman Daily Chronicle; and
- WHEREAS: After work slinging copy did not appeal, Schontzler moved to the city desk, where over the course of a decade she earned a reputation as a tough but fair editor; and
- WHEREAS: In 1993, as several current trustees were just in or graduating from college, Schontzler moved back to reporting, covering the Legislature and then education; and
- WHEREAS: Schontzler stayed on that beat – and in journalism – longer than all but a handful of (now retired) journalists in Montana; and
- WHEREAS: As a reporter for the Chronicle, Schontzler has won awards far too numerous to recount, including five in 2008 alone from a single Society of Professional Journalists’ Pacific Northwest Excellence competition that included, among others, first place in science writing for an article titled “Daddy Dinosaurs Get Their Due;” and
- WHEREAS: Beyond awards, Schontzler has earned the trust and appreciation of peers, educators, trustees, lawmakers, governors and the Montana public; and
- WHEREAS: Schontzler showed remarkable dedication covering BSD7 meetings, rarely missing one – and invariably requesting the recordings of those she did; and
- WHEREAS: Schontzler’s last meeting, on Aug. 10, was an example of that dedication: A meeting that ran deep into the night, where Schontzler filed one story in the early evening, then returned for the remainder,

texting her last update to her editor at 11:50 p.m.; and

WHEREAS: Schontzler has always argued for the public's right to know and fought to keep district proceedings open and transparent, to the point of standing on occasion in protest to this board's decision to enter executive session; and

WHEREAS: Bozeman school district teachers, staff and trustees feel grateful for Schontzler's years of work and dedication in the pursuit of strong, contextual journalism and an informed public;

THEREFORE: We recognize and honor former Bozeman Daily Chronicle education reporter Gail Schontzler for her four decades of outstanding work as a journalist in Bozeman; and

THEREFORE: We offer hearty congratulations and warmest wishes for her in retirement.



Meeting Date:	August 31, 2020
Category:	Action Item - Consent - Policy 2nd Reading
Agenda Item #:	4.1.1
Originated By:	Marilyn King, Deputy Superintendent Instruction
Others Involved:	MTSBA; Casey Bertram, Deputy Superintendent Curriculum and Technology; Trustee Fischer

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

Consider Approval of Revised Policy #3150, Part-Time Attendance

Facts:

1. First reading of the revised policy took place on August 24, 2020.
2. The policy revisions were developed by the Montana School Boards Association in collaboration with District Administrators.

Discussion:

1. The policy revisions as written are more succinct and reflect current practice.

Recommendation:

It is recommended that the Board of Trustees approve the policy updates.

Other Alternatives:

1. Do not approve the recommendation and request administration propose changes.

STUDENTS

3150

Part-Time Attendance

- ~~1. Non-handicapped students eligible to enroll in grades K-5 will not be accepted for part-time enrollment in the District schools with the exception of students who desire half-time kindergarten. The Superintendent or designee has the ability to grant exceptions when extreme circumstances may warrant review and alteration of a child's instructional program.~~
- ~~2. In special circumstances, regular BSD7 students may, upon recommendation of the high school principal and with approval of the Superintendent of schools or designee, modify their academic schedules to attend school less than full-time.~~
- ~~3. Non-handicapped students residing within the Bozeman School District currently fulfilling their education requirements outside the Bozeman schools and eligible to enroll in grades 6-12 may enroll as part-time students. Part-time students must enroll in year-long courses prior to the opening of school and semester courses at least one week prior to the start of the semester.~~

~~The criteria for acceptance of non-handicapped part-time students grades 6-12 include:~~

- ~~A. Acceptance of a student shall not create an excess student enrollment in the requested class.~~
- ~~B. Acceptance of a student shall not create need for an additional staff member.~~
- ~~C. Acceptance of the part-time student shall not cause the creation of a new section of the requested class.~~
- ~~D. Regular full-time students shall have first priority on any available space.~~
- ~~E. When a number of part-time students have requested admission into the same class, they will be accepted on a first come basis as long as feasible within the criteria.~~
- ~~F. In the event the class enrollment position of a part-time student is needed for a regular full-time student during the course of the year, the full-time student will have priority for the position beginning with the next semester after the need is identified.~~
- ~~G. Part-time students may not be on campus except for 5 minutes before and after class.~~

~~Handicapped students residing in the District who are attending private or home schools will be accepted in accordance with state and federal statutes and regulations.~~

~~The Superintendent or designee shall develop procedures subject to Board approval for students to modify their academic schedules to attend school less than full-time per #2 above.~~

The District will not accept students eligible to enroll in grades K-8 on a part-time basis unless they are disabled. The District will review requests for part-time enrollment of grades 9-12 students on a case-by-case basis, with a building principal making a final decision. The District will consider only those students who are not enrolled in any other school, including a home school.

Criteria for accepting students in grades 9-12 for part-time enrollment are the following:

1. Accepting a student will not create excess student enrollment in a requested class;
2. Accepting a student will not create need for an additional staff member;
3. Accepting a student will not cause a new section of a course to be created.

The District will accept on a first-come, first-served basis students wishing to enroll in the same course. Whenever the enrollment position of a part-time student is needed for a regular, full-time student during the year, a full-time student has priority for the position beginning with the next semester.

Legal Reference: § 20-9-311(a), MCA Calculation of average number belonging (ANB) –
3-year averaging

Policy History:

Adopted on: 11/24/1986

Reviewed on:

Revised on: 08/26/1991, 10/09/1995, 10/14/1996, 01/11/1999, 02/08/1999, 01/10/2000, 04/28/2008,
07/13/2009, 04/24/2019



Meeting Date:	August 31, 2020
Category:	Action Item - Consent - Policy 2nd Reading
Agenda Item #:	4.1.2
Originated By:	Bob Connors, Superintendent
Others Involved:	MTSBA; Trustee Wilson

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

Consider Approval of Revisions to Policies - #1000 Series

Facts:

1. First reading of the revised policy took place on August 24, 2020.
2. The policy revisions were developed by the Montana School Boards Association in collaboration with District Administrators.

Discussion:

1. The policy revisions as written are more succinct and reflect current practice.

Recommendation:

It is recommended that the Board of Trustees approve the policy updates.

Other Alternatives:

1. Do not approve the recommendation and request administration propose changes.

Bozeman Public Schools Board of Trustees
Policy Review and Revision
Summary of Policy Series 1000 – *The Board of Trustees*

R = *Required* **REC** = *Recommended* **OP** = *Optional*

EXISTING POLICY	PROPOSED POLICY	STATUS		NOTES	REVISIONS
1000, 1101	1000	<u>R</u>	Legal Status, Operation and Organization	1101 is combined into 1000	
1100, 1105	1105	<u>R</u>	Membership	1100 is combined into 1105	
1110	1110	<u>REC</u>	Taking Office	Added cross reference	
1111	1111	<u>REC</u>	Election		
1111P	1111P	<u>OP</u>	Candidate Orientation		
1112	1112	<u>REC</u>	Resignation		
1113	1113	<u>REC</u>	Vacancies	Added legal reference	
1113P	1113P	<u>REC</u>	Vacancies		
1120	1120	<u>REC</u>	Annual Organization Meeting	Legal change	
1130	1130	<u>REC</u>	Committees		
	1135	<u>REC</u>	School Board Advocacy		
	1135P	<u>REC</u>	School Board Advocacy Procedure		
1210	1210	<u>REC</u>	Qualifications, Terms, and Duties of Board Officers		
1230	1230	<u>REC</u>	Clerk		
1240	1240	<u>R</u>	Duties of Individual Trustees		
1251			Legal Services and Hearings		
1310, 1312	1310	<u>R</u>	District Policy and Procedures	1312 is combined into 1310 Review for accuracy with practice with particular note or italicized language.	
1332	1332	<u>OP</u>	Authorization of Signatures	Review for accuracy	
1400	1400	<u>R</u>	Board Meetings		
	1401	<u>REC</u>	Records Available to Public		
	1402	<u>REC</u>	School Board Use of Electronic Mail		
1420	1420	<u>R</u>	School Board Meeting Procedure		
1420P			Agenda		
	1420F	<u>OP</u>	Notice Regarding Public Comment		
1425	1425	<u>REC</u>	Abstentions From Voting		
1440			Conduct of Meeting- Procedure		
1441	1441	<u>R</u>	Audience Participation		
1460			Absences of Board Members		
1509			Board Vision Statement		
1510			Roles of the Board of Trustees		
1511	1511	<u>REC</u>	Code of Ethics for School Board Members		
1512	1512	<u>OP</u>	Conflict of Interest	Update	
1512F	1512F		Relationships Defined and Chart		
1513	1513	<u>R</u>	Management Rights	Added legal reference	
1522	1520	<u>OP</u>	Board/Staff Communications	Renumbered	
1520	1521	<u>R</u>	Board-Superintendent Relationship		

1521			Board-Administration Team Operating Principles		
1531	1531	<u>REC</u>	Trustee Expenses	Review for accuracy	
	1531F	<u>OP</u>	Trustee Mileage Reimbursement Form		
1532	1532	<u>REC</u>	Trustee Insurance		
1540			Trustee Health Insurance		
1610	1610	<u>R</u>	Annual Goals and Objectives		
1612			Long Range Strategic Plan	See Strategic Governance Policy Series	
1620	1620	<u>OP</u>	Evaluation of Board		
1621	1621	<u>OP</u>	In-Service Conference for Trustees		
1630	1630	<u>OP</u>	Utilization of Montana School Boards Association		
	1635	<u>REC</u>	Internships		
1640	1640	<u>OP</u>	Board Participation in Activities		
	1700	<u>R</u>	Uniform Complaint Procedure		
1710			Appels of decisions under school board policy	1700 covers appeals. Delete	

THE BOARD OF TRUSTEES

Legal Status, Operation and Organization

The legal name of the Elementary District is Bozeman School District No. 7, Gallatin County, State of Montana. The legal name of the High School District is Bozeman School District No. 7 High School, Gallatin County, State of Montana. The District is classified as a class 1 district and is operated according to the laws and administrative rules pertaining to a class 1 district.

The Board of Trustees of School District No. 7 is the governmental entity established by the state of Montana and constitutionally charged of the supervision and control of all aspects of the District’s operations.

To achieve its primary goal of providing each child with a basic system of free quality education as required by Montana Law, the Board shall exercise the full authority granted to it by the laws of the state. Its legal powers, duties, and responsibilities are derived from the Montana Constitution and state statutes and administrative rules.

Policies of the District define and frame the manner via which the District conducts its official business. The policies of the District are modified/updated from time to time to reflect the operation of the District.

All handbooks approved by the Board are regarded as and given the same significance as District policy.

<u>Legal Reference:</u>	<u>§ 20-3-323, MCA</u>	<u>District policy and record of acts</u>
	<u>§ 20-3-324, MCA</u>	<u>Powers and duties</u>
	<u>§ 20-6-101, MCA</u>	<u>Definition of elementary and high school districts</u>
	<u>§ 20-6-201, MCA</u>	<u>Elementary district classification</u>
	<u>§ 20-6-301, MCA</u>	<u>High school district classification</u>
	<u>§ 20-9-309, MCA</u>	<u>Basic system of free quality public elementary and secondary schools defined – identifying educationally relevant factors – establishment of funding formula and budgetary structure – legislative review</u>
<u>Article X, Section 8, MT Constitution</u>		

School District Description

~~The term “school district” or “district,” as used in these school board policies shall identify and will be used synonymously with the combination of Bozeman School Elementary District No. 7 and Bozeman High School District No. 7, Gallatin County, State of Montana.~~

~~Bozeman Elementary School District No. 7, Gallatin County, State of Montana, was organized before Montana statehood in 1866, and was recognized as a legally established school district under Section 1750, Political Codes of 1895. It is legally known as District No. 7, Gallatin County and under the jurisdiction of a single Board of Trustees.~~

~~In 1950, Bozeman Elementary School District No. 7, Gallatin County, State of Montana, was classified as a first class district.~~

~~Bozeman High School District No. 7, Gallatin County, State of Montana, was organized on July 1, 1957, by the abolishment of Gallatin County High School under the provisions of Chapter 148, Laws of 1931. Gallatin County High School was organized as a high school district on December 31, 1934, under the provisions of Section 75-4602, R.C.M., 1947. In view of the organization of Gallatin County High School as a high school district, Bozeman High School District No. 7 was organized as a high school under the provisions of Section 75-4602, R.C.M., 1947, by virtue of the county high school~~

~~abolishment. At the time of the abolishment, the Bozeman High School District encompassed 25 common school districts:~~

7 Bozeman*	31 Story Mill	43 LaMotte*
10 Little Bear	32 Leverich	47 Malmberg*
11 Rea	35 Gateway*	48 Lower Bridger
14 Rochambeau	37 Fowler	50 Pine Butte
19 Nelson	38 Sedan*	53 Chestnut
22 Cottonwood*	39 Upper Bridger	59 Elk Grove
23 Middlecreek	40 Harper	69 Ancency
27 Monforton*	41 Anderson*	72 Ophir
		77 Valley Center

~~*The Bozeman High School District includes these eight elementary districts. The other districts have been consolidated with other district's since 1957.~~

~~Bozeman High School District No. 7, Gallatin County, State of Montana, is under the jurisdiction of a single Board of Trustees.~~

~~Legal References: 20-6-101 M.C.A. Definition(s)
20-6-201 M.C.A. Elementary Classification
20-6-303 M.C.A. Establishment of High School District
20-6-312 M.C.A. County High School Unification~~

Policy History:

Adopted on: 09/22/1986

Reviewed on:

Revised on: 09/13/2010

Membership and Terms of Office

The District is governed by a Board of Trustees consisting of eight (8) members. The powers and duties of the Board include the Broad authority to guide the Long Range Strategic Plan, adopt and enforce all policies necessary for the management and governance of the public schools. Except as otherwise provided by law, trustees shall hold office for terms of three (3) years, or until their successors are elected and qualified. Terms of trustees shall be staggered as provided by law.

All eight (8) Trustees shall participate on an equal basis with other members in all business transactions pertaining to the High School District. Only those seven (7) Trustees elected from the elementary district may participate in business transactions pertaining to the elementary schools maintained by the District. ~~Official action by Board members must occur at a duly called and legally conducted meeting. “Meeting” is defined as the convening of a quorum of the constituent membership of the Board, whether in person or by means of electronic equipment, to hear, discuss, or act upon a matter over which the Board has supervision, control, jurisdiction, or advisory power.~~

~~Board members, as individuals, have no authority over school affairs, except as provided by law or as authorized by the Board.~~

Legal References:	§ 2-3-202, MCA	Meeting defined
	§ 20-3-301, MCA	Election and term of office
	§ 20-3-302, MCA	Legislative intent to elect less than majority of trustees
	§ 20-3-305, MCA	Candidate qualification and nomination
	§ 20-3-306, MCA	Conduct of election
	§ 20-3-307, MCA	Qualification and oath
	§ 20-3-341, MCA	Number of trustee positions in elementary districts – transition
	§ 20-3-344, MCA	Nomination of candidates by petition in first-class elementary district
	§ 20-3-351, MCA	Number of trustee positions in high school districts
	§ 20-3-352, MCA	Request and determination of number of high school district additional trustee positions – nonvoting trustee
	§ 20-3-361, MCA	Joint board of trustees organization and voting membership

Policy History:

Adopted on: 09/22/1986

Reviewed on:

Revised on: 08/15/2011, 03/26/2012

Taking Office

A newly elected trustee shall take office as soon as election results have been certified and the newly elected trustee has taken and subscribed to an oath to faithfully and impartially discharge the duties of the office to the best of his/her ability. A newly appointed trustee shall take office, after the trustee has taken and subscribed to an oath to faithfully and impartially discharge the duties of the office to the best of his/her ability. The person shall qualify by taking an oath of office administered by the county superintendent, the superintendent’s designee, or any office provided for in 1-6-101, MCA or 2-16-116, MCA. Such oath must be filed with the county superintendent not more than twenty-five (25) days after the receipt of the certificate of election or the appointment.

<u>Cross Reference:</u>	<u>1113</u>	<u>Vacancies</u>
Legal References:	§ 1-6-101, MCA	Officers who may administer oaths
	§ 2-16-116, MCA	Power to administer oaths
	§ 20-1-202, MCA	Oath of office
	§ 20-3-307, MCA	Qualification and oath

Policy History:
Adopted on: 08/15/2011
Reviewed on:
Revised on:

Vacancies

A trustee position becomes vacant before the expiration of a term, when any of the following occurs:

- 1. Death of the trustee;
- 2. The effective date stipulated in the written resignation of the trustee filed with the Clerk;
- 3. Trustee moves out of the nominating district, establishing residence elsewhere;
- 4. Trustee is no longer a registered elector of the district under the provisions of 20-20-301, MCA;
- 5. Trustee is absent from the district for sixty (60) consecutive days;
- 6. Trustee fails to attend three (3) consecutive meetings of the Trustees without a good excuse;
- 7. Trustee has been removed under the provisions of 20-3-310, MCA; or
- 8. Trustee ceases to have the capacity to hold office under any other provision of the law.
- 9. A trustee position also shall be vacant when an elected candidate fails to qualify.

When a trustee vacancy occurs, the remaining trustees shall declare such position vacant and fill such vacancy by appointment. The Board will receive applications from any qualified persons seeking to fill the position after suitable public notice. The Board will appoint one (1) candidate to fill the position.

Should the board fail to fill a vacancy within sixty (60) days from the creation of a vacancy, the county superintendent shall appoint, in writing, a competent person to fill such vacancy. An appointee shall qualify by completing and filing an oath of office with the county superintendent within fifteen (15) days after receiving notice of the appointment and shall serve until the next regularly scheduled school election and a successor has qualified.

Cross Reference:	1240	Duties of Individual Trustees
	1112	Resignations
Legal References:	<u>2-16-501(3), MCA</u>	<u>Vacancies Created</u>
	20-3-308, MCA	Vacancy of trustee position
	20-3-309, MCA	Filling vacated trustee position – appointee qualification and term of office

Policy History:

Adopted on: 09/22/1986

Reviewed on:

Revised on: 06/24/1991, 09/09/2019

THE BOARD OF TRUSTEES

1120

Annual Organization Meeting

After the issuance of election certificates to the newly-elected trustees in May and no later than ~~fifteen (15)~~ twenty five (25) days after the election, the board shall elect from among its members a chair and a vice chair to serve one (1) year terms. If a board member is unable to continue to serve as an officer, a replacement shall be elected immediately. In the absence of both the chair and the vice chair, the board shall appoint a chair *pro tempore* who shall perform the functions of the chair during the latter's absence. The clerk shall act as board secretary.

The normal order of business shall be modified for the annual organizational meeting by considering the following matters after the approval of the minutes of the previous meetings and canvassing the election results:

1. Welcome and introduction of newly elected board members by the chair.
2. Swearing in of newly elected trustees.
3. Call for nominations for chair to serve during the ensuing year.
4. Election of a chair.
5. Call for nominations for Vice-Chair to serve during the ensuing year.
6. Election of a vice chair.
7. Assumption of office by the new chair and vice-chair.
8. Appointment of clerk.

Legal References:	§ 20-3-321	MCA	Organization and Officers
	§ 20-3-322(a)	MCA	Meetings and Quorum
	<u>Title 1, Chapter 5, Part 6, MCA</u>		<u>Notarial Acts</u>

Policy History:

Adopted on: 09/22/1986

Reviewed on:

Revised on: 06/24/1991, 09/27/1999, 08/15/2011

THE BOARD OF TRUSTEES

1135

School Board Advocacy

The Board of Trustees of Bozeman Public Schools believes it has a responsibility to the students, parents, and community to advocate for student achievement and quality education. In order to meet these responsibilities, the District will work vigorously for the passage of new laws designed to advance the cause of good schools and for the repeal or modification of existing laws that impede this cause.

Trustees must keep themselves and community members informed of pending legislation and actively communicate board positions and concerns to elected representatives at both the state and national level. The Board must work with legislative representatives (both state and federal), with the Montana School Boards Association, the National School Boards Association, and other concerned groups in developing an annual as well as long-range legislative program.

Each Trustee is encouraged to participate in the MTSBA Delegate Assembly, the MTSBA Board Legislative Contact Program and the caucuses. We also encourage each board and trustee to be aware of the importance of building a relationship with the community, to be used to increase student success.

In doing so, the Board will:

1. At its annual organizational meeting, appoint a member as its Board Legislative Contact (BLC) to the Montana School Boards Association (MTSBA). This person will:
 - a. Serve as the Board's liaison to MTSBA;
 - b. Attend the Day of Advocacy during each legislative session;
 - c. Attend other state and regional association meetings as approved by the Board; and
 - d. Advise MTSBA of the Board's views regarding MTSBA's legislative positions and activities.
2. At least once each month, the Board meeting agenda will include an opportunity for the BLC to report on educational issues pending on the state and federal levels.
3. Work with the BLC, MTSBA, the National School Boards Association (NSBA), and other concerned groups and organizations on matters of mutual interest.

Policy History:

Adopted on:

Reviewed on:

Revised on:

THE BOARD OF TRUSTEES

1310

District Policy and Procedures

Formulation and Enactment of Board Policy

The power and duty to enact School Board policy is vested with the Board of Trustees. *The formulation of Board policy is delegated to the Superintendent on the following basis:*

1. *The Board and/or Superintendent identifies School District responsibilities for policy preparation.*
2. *Superintendent causes the research, development, and drafting of the policy statement with direct ties to the Long Range Strategic Plan (LRSP). The Superintendent may delegate these functions of School Board policy preparation to other School District personnel. The Board may draft policy in consultation with the Superintendent or designee. When it is applicable, and at the direction of the Superintendent or Board, the formulation of Board policy may involve other District personnel, community groups, and other individuals with competency in the applicable area.*
3. *After the completion of the research, development, and drafting of the Board policy, the Superintendent will present it to the Board of Trustees in the form for proposed enactment.*
4. *When the Board of Trustees has enacted a Board policy, it will be posted on the District web page and disbursed to the appropriate individuals and organizations.*
5. *A continuous review of all Board policies shall be made to update, correct, and clarify the various policies, provided changes or additions to policies may be made by the Board as the need arises.*

Policies shall continue from year to year and Board to Board until and unless the Board changes them.

Adoption and Amendment of Policies

Proposed new policies and proposed changes to existing policies shall be presented in writing for reading and discussion at a regular or special Board meeting. Interested parties may submit views, present data or arguments, orally or in writing, in support of or in opposition to proposed policy. Any written statement by a person, relative to a proposed policy or amendment, should be directed to the District Clerk prior to the final reading. The final reading and vote for adoption shall take place not earlier than at the second (2nd) reading of the particular policy except that new or revised policies that are required based on State or Federal law or administrative rule may be adopted after the first (1st) reading. *Pursuant to Policy 1440, motions to amend or enact policies shall require a two-thirds (2/3) majority vote of the membership of the Board of Trustees.*

All new or amended policies shall become effective on adoption; unless a specific effective date is stated in the motion for adoption.

Policies, as adopted or amended, shall be made a part of the minutes of the meeting at which action was taken and also shall be included in the District's policy manual. Policies of the District shall be reviewed on a regular basis.

Policy Manuals

The Superintendent shall develop and maintain a current policy manual, which includes all policies of the District. Every administrator, as well as staff, students, and other residents, shall have ready access to District Policies through the District web page. *All policy manuals distributed to anyone shall remain the property of the District and shall be subject to recall at any time.*

Suspension of Policies

Under circumstances that require waiver of a policy, the policy may be suspended by a majority vote of the trustees present. To suspend a policy, however, all trustees must have received written notice of the meeting, which includes the proposal to

suspend a policy and an explanation of the purpose of such proposed suspension. *If such proposal is not made in writing in advance of the meeting, the policies may be suspended only by a unanimous vote of all trustees present.*

Criteria for Evaluation of Policies

The evaluation of School Board policies shall be made on the basis of the following criteria applied to the statement of policy:

1. Promotion of the program of the school system.
2. Consistency with state and federal law, rules and regulations of the State Board of Public Education and State Superintendent of Public Instruction.
3. Consistency of School Board policy within itself and within each other.
4. Consistency with the Core Ideology of the School District and the LRSP.
5. Soundness of the policy from an administrative point of view and in the best interests of the pupils, teachers, and parents.
6. Effectiveness of policy for operational purposes.
7. Clarity of statement of policy will lead to a minimum of misinterpretation in its implementation.
8. Flexibility of the policy statement to allow its use in all applicable situations.
9. Specification of responsibility for administration and interpretation of the policy.

Implementation and Administration of School Board Policy

The authority for the implementation and administration of the School Board policies is hereby vested with the Superintendent as the executive officer of the Board of Trustees. He/she shall provide the leadership in the implementation and administration of the policies and, at his/her discretion, may delegate the responsibility and authority to other School District personnel for policy implementation and administration, provided the primary authority and responsibility for Board policy implementation and administration shall be vested with the Superintendent.

The Board of Trustees recognizes that there are Montana state laws that require specific acts of the Board. For example, the law specifically requires the Board to select and dismiss employees, select textbooks, approve expenditures, expel pupils, and report financial and statistical data. The Board of Trustees will comply with these legal requirements, but may delegate to the Superintendent the authority for the compliance with these laws when specified in a written Board policy.

In complying with the law and Board policy, the Superintendent shall act officially as the executive officer, on behalf of the Board of Trustees.

Administrative Procedures

The Superintendent shall develop such administrative procedures as are necessary to ensure consistent implementation of policies adopted by the Board.

When a written procedure is developed, the Superintendent shall submit it to the Board as an information item.

Legal References: 20-3-323, M.C.A.	District Policy and Record of Acts
10.55.701, A.R.M.	Board of Trustees
20-4-402, M.C.A.	Duties of District Superintendent

Policy History:

Adopted on: 09/22/1986

Reviewed on:

Revised on: 06/24/1991, 10/13/2008, 03/26/2012, 01/12/2015, 09/26/2019

THE BOARD OF TRUSTEES

1332

Authorization of Signatures

For the conduct of the business of the District, the Board may grant authority to specific staff to sign certain documents on behalf of the District. The Chairperson and Clerk are authorized to use a facsimile signature plate or stamp.

Warrants:

The Chairperson and Clerk are authorized to sign all District warrants by facsimile signature on behalf of the Board.

Claim Forms:

Staff employed by the District in the following designated positions are authorized to certify voucher or invoice claims against or for the District:

- Superintendent
- Deputy Superintendent Operations
- Director of Business Services (Up to \$20,000)
- Accounting Supervisor (Up to \$2,000) District Bookkeeper (Up to \$2,000)

Checking and Petty Cash Accounts:

The school principal is designated as the custodian of each school building extracurricular fund account. School Athletic Directors, Assistant Principals and Bookkeepers may be authorized signers. The Director of Business Services shall be the authorized rep for opening, closing and changing the checking accounts and an authorized signer on all such accounts. All checks written on extracurricular fund accounts require two signatures. The Director of Business Services is designated as the custodian of all K-5 extracurricular fund accounts and all District petty cash accounts.

Contracts for Goods and Services and Leases:

The Superintendent or their designee is authorized to sign, on behalf of the Board, contracts, leases, and/or contracts for goods and services for amounts under the amount specified in 20-9-204 (3), MCA, without prior approval of the Board.

Personnel Contracts:

The Board Chair and District Clerk are authorized to sign personnel contracts and agreements of employment on behalf of the Board, by facsimile signature.

Negotiated Agreements:

Negotiated agreements shall be signed for the District by the Board Chair and the District Clerk.

Policy History:

Adopted on: 09/12/2011

Reviewed on:

Revised on: 11/11/2013

Conflict of Interest

A trustee may not:

1. Engage in a substantial financial transaction for the trustee's private business purpose, with a person whom the trustee inspects or supervises in the course of official duties.
2. Perform an official act directly and substantially affecting, to its economic benefit, a business or other undertaking in which the trustee either has a substantial financial interest or is engaged as counsel, consultant, representative, or agent.
3. Act as an agent or solicitor in the sale or supply of goods or services to a district.
4. Have a pecuniary interest, directly or indirectly, in any contract made by the Board, when the trustee has more than a ten percent (10%) interest in the corporation; A contract does not include: 1) merchandise sold to the highest bidder at public auctions; 2) investments or deposits in financial institutions that are in the business of loaning or receiving money, when such investments or deposits are made on a rotating or ratable basis among financial institutions in the community or when there is only one (1) financial institution in the community; or 3) contracts the professional services other than salaried services or for maintenance or repair services or supplies when the services or supplies are not reasonably available from other sources, if the interest of any Board member and a determination of such lack of availability are entered in the minutes of the Board meeting at which the contract is considered.
5. Be employed in any capacity in the District, with the exception of officiating at athletic competitions under the auspices of the Montana Officials Association.
6. Perform an official act directly and substantially affecting a business or other undertaking to its economic detriment when the officer or employee has a substantial personal interest in a competing firm or undertaking.
7. ~~Perform an official act directly and substantially affecting to its economic benefit a business or other undertaking in which the officer or employee either has a substantial financial interest or is engaged as counsel, consultant, representative, or agent.~~
8. Appoint to a position of trust or emolument any person related or connected by consanguinity within the fourth (4th) degree or by affinity within the second (2nd) degree.
 - a. This prohibition does not apply to the issuance of an employment contract to a person as a substitute teacher who is not employed as a substitute teacher for more than thirty (30) consecutive school days.
 - b. This prohibition does not apply to the renewal of an employment contract of a person related to a Board member, who was initially hired before the Board member assumed the trustee position.
 - c. This prohibition does not apply if trustees comply with the following requirements: 1) All trustees, except the trustee related to the person to be employed or appointed, vote to employ the related person; 2) the trustee related to the person to be employed abstains from voting; and 3) the trustees give fifteen (15) days written notice of the time and place of their intended action in a newspaper of general circulation in the county where the school is located.

Federal Awards

No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a Federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

District officers, employees, and agents may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts, unless the item is unsolicited or of nominal value. Officers, employees, or agents who violate this policy are subject to disciplinary action.

The District must disclose in writing any potential conflict of interest to the Federal awarding agency or pass-through entity in accordance with applicable Federal awarding agency policy.

Legal Reference:

Section 20-9-204, MCA – Conflicts of Interest

Section 20-1-201, MCA – School Officials not to Act as Agents

Section 2-3-302, MCA - Nepotism

Section 2-2-103, MCA – Public Trust

Section 2-2-104, MCA – Rules of Conduct

Section 2-2-105, MCA – Ethical Requirements

Section 2-2-121, MCA – Rules of Conduct

Policy History:

Adopted on: 09/22/1986

Reviewed on:

Revised on: 08/15/2016, 06/11/2018, 09/09/2019

THE BOARD OF TRUSTEES

1513

Management Rights

The Board of Trustees reserves the right to directly or indirectly through the superintendent, as appropriate, operate and manage their affairs in such areas as, but not limited to:

1. direct employees;
2. hire, promote, transfer, assign, and retain employees;
3. relieve employees from duties because of lack of work or funds under conditions where continuation of such work would be inefficient and non-productive;
4. maintain the efficiency of district operations;
5. determine the methods, means, job classifications, and personnel by which district operations are to be conducted;
6. take whatever actions may be necessary to carry out the missions of the district in situations of emergency;
7. establish the methods and processes by which work is performed.
8. The Board reserves all other rights statutory and inherent as provided by state law; the Board also reserves the right to delegate authority to the superintendent for the ongoing direction of all district programs.

Cross Reference: 6110 Superintendent

Legal Reference: § 20-3-324, MCA Powers and duties
 § 39-31-303, MCA Management rights of public employers
 Bonner School District No. 14 v. Bonner Education Association,
 MEA-MFT, NEA, AFT, AFL-CIO, (2008), 2008 MT 9

Policy History:

Adopted on: 09/22/1986

Reviewed on:

Revised on:

THE BOARD OF TRUSTEES

1520 (currently 1522)

Board/Staff Communications

~~The Board of Trustees endeavors to keep stakeholders adequately informed and involved in the decision making process, and at the same time, maintain order and structure to promote efficient and effective communications. To those ends, the following procedures are established:~~

Every reasonable means of communication is encouraged throughout the education community. Nevertheless, an organization must maintain some order and structure to promote efficient and effective communications

Staff Communications to the Board:

All official communications or reports to the Board from principals, supervisors, teachers, or other staff members shall be submitted through the superintendent. This shall not deny any staff member's right to appeal administrative decisions to the Board, provided that the superintendent shall have been notified of the forthcoming appeal and that it is processed according to the applicable procedures on complaints and grievances.

Board Communications to Staff:

All official communications, policies, and directives of staff interest and concern will be communicated to staff members through the superintendent. The superintendent will employ all such media as are appropriate to keep staff fully informed of the Board's concerns and actions.

Visits to Schools:

In accordance with Montana statutes, each Trustee shall visit each school of the District not less than once each school fiscal year to examine its conditions and needs. Trustees may share the responsibility for visiting each school in the District. Individual Board members interested in visiting schools should out of courtesy make arrangements for visitations through the principals of the various schools. Such visits shall be regarded as informal expressions of interest in school affairs and not as "inspections" or visits for supervisory or administrative purposes.

Social Interaction:

Staff and Board members share a keen interest in the schools and in education. When they meet at social affairs and other functions, informal discussion on such matters as educational trends, issues, and innovations and general District problems can be anticipated. Discussions of personalities or staff grievances are not appropriate.

Legal Reference: 20-3-324(22) M.C.A. Powers and Duties

Policy History:

Adopted on: 09/22/1986

Reviewed on:

Revised on: 06/24/1991, 09/26/2016

THE BOARD OF TRUSTEES

1531

Trustee Expenses

Expenses for Board Members — In-district

The School Board Trustee shall not receive remuneration for his/her service as a trustee. Trustees living more than three miles from the meeting place shall be entitled to mileage at the rate stipulated in 2-18-503 M.C.A. 1983 for each mile for travel from their homes to the meeting place for each meeting of the Board. Such travel reimbursement may be paid as the travel is assumed or may accumulate until the end of the fiscal year, at the discretion of the reimbursed trustee.

A trustee is entitled to collect mileage at a rate equal to the mileage allotment allowed by the United States internal revenue service for the current year for the first 1,000 miles and 3 cents less per mile for all additional miles traveled within a given calendar month.

A trustee must file a reimbursement for mileage form, prior to July 1 of each year, requesting reimbursement for the fiscal year. The form may be obtained from the District Clerk/Business Manager.

Expenses for Board Members at Out-of-District Meetings

Trustees elected by the citizens to serve on the Board which provides governance to the school district, a multi-million dollar public enterprise, serve without financial compensation. To intelligently deal with enumerable issues and to budget and monitor millions of dollars in expenditures annually, training and communications are essential. Trustees normally attend workshops, training institutes, and conferences at both the state and national level. It is appropriate that trustee expenditures at these out-of-district meetings be paid by the school district.

It is the intent of the district to pay all legitimate costs for trustees to attend out-of-district meetings. The purpose of this policy is to provide for expenditure guidelines and define what is considered a legitimate expense of attendance at out-of-district meetings. The district will pay the cost for:

- ~~1. Transportation to and from the meeting site in the amount of the cheapest available air fare if the meeting is more than 100 miles from Bozeman, and at the per mile rate approved for the district for meetings 100 miles or less from Bozeman.~~ (Moved to 1531F) Transportation as approved by the Board;
2. On-site transportation: For necessary transportation by bus, taxi or rental car during the course of the meeting.
3. Hotel or motel cost for trustee room accommodations at the meeting or convention's headquarter facility or other as necessary. If at a convention, the headquarters hotel cannot accommodate all the participants and a Bozeman trustee must stay at an alternative facility, the cost of the alternative facility will be paid.
4. Food costs as necessary. Since food costs vary significantly from one location to another, a specific dollar allowance for meals per day is not possible to establish. Trustees are requested to be modest in their meal expenditures.
5. Telephone services: Necessary telephone communications with business or family resulting from the trustee being away from Bozeman.
6. Incidental expenditures for tips and other necessary costs attributable to the trustee's attendance at the meeting.
7. Registration and materials which are a part of the meeting agenda and/or requirements.

The district will not reimburse or pay for such items as:

1. Liquor
2. Expenses of a spouse or other family members
3. Separate entertainment
4. Any other unnecessary expenditures

In any instance where a trustee would choose to accept a flat fee reimbursement for expenditures as opposed to the itemized approach outlined above, the amount of the flat fee will be the sum of the following:

1. Quoted airline ticket price
2. Quoted single room lodging price at the convention headquarter hotel
3. \$25.00 per day for food
4. A modest estimate of all other expenses

The trustees may either request a flat fee advance prior to attending the meeting or may use the itemized approach outlined above. In the latter case, the trustee may receive a partial advance prior to the meeting and then submit a Claim for Travel Expenses for the remainder of the costs upon return from the meeting.

Legal References:	2-18-503	M.C.A.	Mileage Allowance
	20-1-211	M.C.A.	Expenses of Officers Attending Conventions
	20-3-311	M.C.A.	Trustee Travel Reimbursement

Policy History:

Adopted on: 09/22/1986

Reviewed on:

Revised on:

Long Range Strategic Plan

Core Purpose

Bozeman Public Schools exist to provide an outstanding education that inspires and ensures high achievement so every student can succeed and make a difference in a rapidly changing world community.

Core Values

- High Student Achievement: We are committed to ensuring that all students achieve at high levels.
- Committed, Quality Staff: We employ and retain well qualified and talented staff members who demonstrate a commitment to the core purpose of the District.
- Community and Family Engagement: We believe that parents and the community are essential contributors in the achievement of our goals.
- Climate: We operate in a climate of respect, honesty and hard work, recognizing the need to be adaptable and open to change.
- Fiscal Responsibility: We are fiscally responsible in the management and expenditure of all District resources.
- Decision-Making: We rely on best practices research to guide our decision-making.

20-Year Planning Horizon: Envisioned Future

Big Audacious Goal

The Bozeman Public School District is widely recognized as a vibrant, flexible and progressive educational system that generates student excellence and engages students to succeed and positively contribute in a global community.

A Vivid Description of the Desired Future Students

First and foremost, Bozeman Public Schools are about children.

Personalized education is embedded in everything that Bozeman Public Schools do.

Students are accepting, understanding of others, flexible and resilient, exposed to, and interested in, interacting with the global community.

Students have the opportunity to participate in a wide variety of quality extra-curricular activities that enhance their ability to succeed in school and as part of a world community.

Every student graduates and has met or exceeded the high academic standards of the Bozeman Public School District such that all students are equipped to succeed in post-secondary education.

Teachers

Teachers in the District are energized, well paid and inspire students to reach their maximum potential.

Teachers participate in a progressive professional development program to assure competency of staff.

Student achievement and results driven instruction are at the core of all professional discussions.

Teachers will enable learners to acquire information, make meaning from their school work and transfer learning to challenging and unique situations.

District

The District maintains a clearly articulated educational system that defines achievement on the attainment of goals. Bozeman Public Schools is equally effective at preparing students for post-secondary education and career readiness.

The District employs an effective management structure demonstrating behaviors that consistently produce effective staff leadership.

Resources and delivery systems (e.g., the school schedule/calendar, facilities, technology, pedagogy, materials, curriculum, etc.) are regularly assessed, aligned and optimally correlated to ensure achievement of the strategic plan of the District and to maximize the learning opportunities of children enrolled in Bozeman Public Schools.

The Board and Staff Leadership Team work collaboratively with the community to create a common vision with flexibility and ability to respond to a changing environment. The Board and Leadership Team are open, flexible, able/capable, consistent, and responsive.

Community

Together, Bozeman Public Schools, students and the community regularly collaborate as partners to achieve the shared goals of the District and community.

The District provides widely-accessible, educationally responsive and community-centered facilities that regularly serve as locations where the community gathers and collaborates in the interests of children.

Bozeman Public Schools are widely recognized as being both community-centered and integrated into the world community. The schools of the District provide a link between the Bozeman community and the rest of the world.

Bozeman Public Schools are recognized locally and nationally as a significant contributor to Bozeman's outstanding quality of life.

Policy History:

Adopted on: 04/14/2008

Reviewed on:

Revised on: 09/22/2008

Internships

Internship means an agreement between a fully licensed Class 1, 2, or 3 educators, the school district, and a Montana accredited educator preparation program. Internships are permitted in endorsement areas approved by the Board of Public Education.

The Board recognizes the need to provide training opportunities for prospective teachers and administrators. Internships for those in the process of acquiring teaching endorsements and/or administrative credentials shall be considered and approved on an individual basis. The Superintendent or designee involved will review the internship proposal with the candidate and the university representative, much in the same manner as student teachers are assigned.

As part of an internship agreement, the parties must agree to the following:

- (a) the intern will complete the requirements for the appropriate endorsement within three years;
- (b) the school district will provide local supervision and support of the intern; and
- (c) the accredited educator preparation program will approve the coursework and provide support and periodic supervision.

A superintendent intern shall be supervised throughout the year by a licensed and endorsed superintendent contracted by the district, including participation in, and review of, and written concurrence in all performance evaluations of licensed staff completed by the intern.

An emergency authorization of employment granted by the Superintendent of Public Instruction pursuant to §20-4-111, MCA is not a license; therefore is not eligible for an internship.

Legal Reference:	§ 20-4-111, MCA	Emergency authorization of employment
	ARM 10.55.602	Definitions
	ARM 10.55.607	Internships
	ARM 10.55.702	Licensure and duties of District
		Administrator – District Superintendent
	ARM 10.57.412	Class 1 and 2 Endorsements
	ARM 10.57.413	Class 3 Administrative License

Policy History:

Adopted on:
Reviewed on:
Revised on:

Uniform Complaint Procedure

The Board establishes this Uniform Complaint Procedure as a means to address complaints arising within the District. This Uniform Complaint Procedure is intended to be used for all complaints except those governed by a specific process in state or federal law that supersedes this process or collective bargaining agreement. Matters covered by a collective bargaining agreement will be reviewed in accordance with the terms of the applicable agreement.

The District requests all individuals to use this complaint procedure, when the individual believes the Board or its employees or agents have violated the individual's rights under state or federal law or Board policy. Complaints against a building administrator shall be filed with the Superintendent. Complaints against the Superintendent or District administrator shall be filed with the Board.

The District will endeavor to respond to and resolve complaints without resorting to this formal complaint procedure and, when a complaint is filed, to address the complaint promptly and equitably. The right of a person to prompt and equitable resolution of a complaint filed hereunder will not be impaired by a person's pursuit of other remedies. Use of this complaint procedure is not a prerequisite to pursue other remedies and use of this complaint procedure does not extend any filing deadline related to pursuit of other remedies.

Deadlines requiring District action in this procedure may be extended for reasons related but not limited to the District's retention of legal counsel and District investigatory procedures.

Level 1: Informal

An individual with a complaint is first encouraged to discuss it with the appropriate employee or building administrator with the objective of resolving the matter promptly and informally. An exception is that a complaint of sexual harassment should be discussed directly with an administrator not involved in the alleged harassment.

Level 2: Building Administrator

When a complaint has not been or cannot be resolved at Level 1, an individual may file a signed and dated written complaint stating: (1) the nature of the complaint; (2) a description of the event or incident giving rise to the complaint, including any school personnel involved; and (3) the remedy or resolution requested. The written complaint must be filed within thirty (30) calendar days of the event or incident or from the date an individual could reasonably become aware of such event or incident. The applicability of the deadline is subject to review by the Superintendent to ensure the intent of this uniform complaint procedure is honored.

When a complaint alleges violation of Board policy or procedure, the building administrator will investigate and attempt to resolve the complaint. The administrator will respond in writing to the complaint, within thirty (30) calendar days of the administrator's receipt of the complaint.

If the complainant has reason to believe the administrator's decision was made in error, the complainant may request, in writing, that the Superintendent review the administrator's decision. (See Level 3.) This request must be submitted to the Superintendent within fifteen (15) calendar days of the administrator's decision.

When a complaint alleges sexual harassment or a violation of Title IX of the Education Amendments of 1972 (the Civil Rights Act), Title II of the Americans with Disabilities Act of 1990, or Section 504 of the Rehabilitation Act of 1973, the building administrator may turn the complaint over to a District nondiscrimination coordinator. The coordinator will

complete an investigation and file a report and recommendation with the Superintendent. If the complainant reason to believe the Superintendent's decision was made in error, the complainant may request, in writing, that the Board consider an appeal of the Superintendent's decision. (See Level 4.) This request must be submitted in writing to the Superintendent, within fifteen (15) calendar days of the Superintendent's written response to the complaint, for transmission to the Board.

Level 3: Superintendent

If the complainant appeals the administrator's decision provided for in Level 2, the Superintendent will review the complaint and the administrator's decision. The Superintendent will respond in writing to the appeal, within thirty (30) calendar days of the Superintendent's receipt of the written appeal. In responding to the appeal, the Superintendent may: (1) meet with the parties involved in the complaint; (2) conduct a separate or supplementary investigation; (3) engage an outside investigator or other District employees to assist with the appeal; and/or (4) take other steps appropriate or helpful in resolving the complaint.

If the complainant has reason to believe the Superintendent's decision was made in error, the complainant may request, in writing, that the Board consider an appeal of the Superintendent's decision. (See Level 4.) This request must be submitted in writing to the Superintendent, within fifteen (15) calendar days of the Superintendent's written response to the complaint, for transmission to the Board.

Level 4: The Board

Upon written appeal of a complaint alleging a violation the individual's rights under state or federal law or Board policy upon which the Board of Trustees has authority to remedy, the Board may consider the Superintendent's decision in Level 2 or 3. Upon receipt of written request for appeal, the Chair will either: (1) place the appeal on the agenda of a regular or special Board meeting, (2) appoint an appeals panel of not less than three trustees to hear the appeal and make a recommendation to the Board, or (3) respond to the complaint with an explanation of why the appeal will not be heard by the Board of Trustees in accordance with this policy. If the Chair appoints a panel to consider the appeal, the panel will meet to consider the appeal and then make written recommendation to the full Board. The Board will report its decision on the appeal, in writing, to all parties, within thirty (30) calendar days of the Board meeting at which the Board considered the appeal or the recommendation of the panel. A decision of the Board is final, unless it is appealed pursuant to Montana law within the period provided by law.

Legal Reference: Title IX of the Education Amendments of 1972 (Civil Rights Act)
Title II of the Americans with Disabilities Act of 1990
§ 504 of the Rehabilitation Act of 1973

Policy History:

Adopted on:

Reviewed on:

Revised on:

THE BOARD OF TRUSTEES

1710

Appeals of Decisions under School Board Policy

~~While the responsibility to implement and administer district policy has been vested with the superintendent and the employees to whom he may delegate, the final responsibility for the operational interpretation of the policies rests with the Board. This policy provides for the orderly appeal of an administrative application of a policy.~~

~~The provisions of this policy are general in nature and when specific provisions are made for an appeal, the appellant shall use such specific provisions as described in policy #4312.~~

~~If an appeal is received by the Board, it shall be referred to the superintendent for investigation. Depending upon the subject of the appeal, the superintendent, in his/her discretion, may assign the investigation of the appeal to other school district personnel. Such assigned personnel shall be responsible to the superintendent. The investigation of the appeal may include a personal conference with the appellant.~~

~~If the need for a hearing of the appeal no longer exists at the conclusion of the superintendent's investigation, the findings and results of the investigation shall be reported to the Board of Trustees.~~

~~If the superintendent cannot resolve the appeal, he/she shall schedule a hearing by the Board at a regular or special Board meeting. All interested parties shall be notified of the scheduled appeal hearing.~~

~~Nothing in this policy countermands the contractual provisions for resolution of grievances with any employee groups or individuals in such employee groups.~~

Policy History:

Adopted on: 09/22/1986

Reviewed on:

Revised on:



Meeting Date:	August 31, 2020
Category:	Action Item - Consent - Both Districts
Agenda Item #:	4.4.1
Originated By:	Mike Waterman, District Clerk
Others Involved:	Doug Kellie, Transportation Coordinator

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

Consider Approval of [Additional and Alternate 2020-21 Transportation Bus Routes](#).

Facts & Discussion:

1. State law requires the board to approve bus routes in order for the District to receive State and County transportation funds.
2. On July 13, 2020, the Board approved initial routes for the 2020-21 school year. These routes represent normal routing with all buses filled to a maximum practical capacity.
3. Since the initial approval, Special Ed routes have been reconfigured to meet the needs of this year's students. New route maps have been developed and new route distances have been calculated. An Additional Special Ed route (88) is also needed to accommodate the opening of Gallatin High School.
4. The Centers for Disease Control and Prevention ("CDC") recommends creating distance between children on buses to prevent the spread of COVID19.
5. State law provides that home-to-school transportation is optional for school districts; however, if a District transports one eligible rider, it must offer transportation to all eligible riders.
6. To accommodate the social distancing and state law requirements, new regular ed "COVID" routes have been developed.
7. The proposed COVID routes will necessarily transport significantly fewer 'ineligible' riders. Many families will be affected by this change. Those families were notified that District-provided home-to-school transportation will be temporarily unavailable and that they will unfortunately need to find alternate ways to get their children to school.
8. The proposed COVID routes will be used in place of the previously-approved routes while the state of emergency remains in effect. When the state of emergency is no longer in effect, the District will revert to using the previously-approved routes. The COVID routes proposed here and the regular routes approved in July will not run concurrently.
9. Our contract with First Student states that the District is required to negotiate terms if service levels change by more than 15%. Given that the Blended Instructional Model calls for remote-only instruction on Wednesdays, administration expects to surpass this threshold. Administrators are currently negotiating with First Student around this issue and will bring a tentative agreement to the Board when one is reached.

Fiscal Impact:

1. The District pays our contractor, First Student, on a per-route basis. Given that the overall number of proposed routes will not change, the District's total cost will presently remain the same as what was presented in July.
2. Under state law, the County and State reimburse school for bus miles travelled. The proposed routes are 203 miles per day less than originally presented, resulting in a lower county/state reimbursement on the days these routes are run.

Recommendation:

It is recommended the Board:

1. Approve the 2020-21 additional and alternate transportation routes as presented.
2. Cancel all routes for all days during the 2020-21 school year when/if the District is in a remote-learning-only status.

Other Alternatives:

1. Do not approve the recommendation and request administration propose changes.



Meeting Date:	August 31, 2020
Category:	Discussion - Policy 1st Reading
Agenda Item #:	5.1.1
Originated By:	Steve Johnson, Deputy Superintendent Operations
Others Involved:	MTSBA; Trustee Reinhardt

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

Discuss suggested revisions to Policies - #6000 Series.

Discussion:

1. The policy revisions were developed by the Montana School Boards Association in collaboration with District Administrators.
2. The policy revisions as written are more succinct and reflect current practice.
3. The policy revisions will appear on the September 14, 2020 consent agenda for final consideration and approval.

Bozeman Public Schools District Board of Trustees

Policy Review and Revision

Summary of Policy Series 6000 – Administration

R = Required **REC = Recommended** **OP = Optional**

EXISTING POLICY	PROPOSED POLICY	STATUS	TITLE	NOTES	STEVE AND TANYA RECOMMENDATION
6000	6000	<u>REC</u>	Goals		No change
6001			Administrator Code of Ethics	Review for necessity. Update reference if retained.	No Change
6110	6110	<u>R</u>	Superintendent Duties and Authority	Combine model with current	Adopt with modifications
	6110P	<u>R</u>	Superintendent – Board Job Responsibilities		No Change
6111			Policy Absence	Review for necessity	Delete
6121	6121	<u>OP</u>	District Organization	Include organization chart if available.	Delete Policy and add Org Chart as 6130P
6122	6122	<u>REC</u>	Delegation of Authority		No Change
6123			Administration Regulation Authority	Review for Necessity	Delete – Included in 6110
6124			Evaluation of Superintendent	Review for necessity and accuracy. Confirm consistent with employment contract.	Delete – Included in 6110
6124F			Evaluation Model	Confirm consistent with current model and contract.	Update to current form – Add as 6110F
6125			Superintendent Contract and benefits	Review for necessity	Delete – included in 6110
6130			Assignment and Transfer of Administrative staff	Confirm June 15 date. Review for accuracy	Delete date and add Org chart as 6130P
6140	6140	<u>R</u>	Duties and Qualifications of Administrative Staff Other Than Superintendent		No Change
6141	6141	<u>OP</u>	Employment and Association Restrictions		Agree with recommended change of Title of current policy
6142			Administrative Salaries	Review for accuracy	Delete
6143			Administrative Compensation Plan	Review for accuracy	No Change
6143P			Administrative Compensation Process		No change
6144			Administrative Certification		Delete
6150			Leadership Teams		Delete
6150P			Leadership Teams Process	Consider combining with policy,	Delete

	6210	<u>R</u>	Principals		Add a cross reference facility policy or procedure (8000 series) for building maintenance.
6310			Internships	Compare to 1635	Delete and adopt 1635
6410	6410	<u>R</u>	Evaluation of Administrative Staff		Adopt recommended changes
6410P			Administrator Evaluation Plan	Review for Accuracy and Necessity	No Change
6420	6420	<u>REC</u>	Professional Growth and Development		Combine with 6430
6430			Professional Associations	Consider combining with 6420.	Combine with 6420

ADMINISTRATION

6110

Superintendent/Board Relations Superintendent - Duties and Authority

The Superintendent is the District's executive officer and is responsible for the administration and management of District schools, in accordance with Board policies and directives and state and federal law. The Superintendent is authorized to develop administrative procedures to implement Board policy and to delegate duties and responsibilities; however, delegation of a power or duty does not relieve the Superintendent of responsibility for that which was delegated.

Qualifications and Appointment

The Superintendent will have the experience and skills necessary to work effectively with the Board, District employees, students, and the community. The Superintendent must be appropriately licensed and endorsed in accordance with state statutes and Board of Public Education rules; or considered appropriately assigned if the Superintendent is enrolled in an internship program as defined in ARM 10.55.602 and meets the requirements of ARM 10.55.607 and ARM 10.55.702.

Administrative Work Year

The Superintendents' work year will correspond with the District's fiscal year, unless otherwise stated in an employment agreement. In addition to legal holidays, the Superintendent will have vacation periods as coordinated with the Board Leadership.

Evaluation

At least annually, and in accordance with the Superintendent's contract, the Board will evaluate the performance of the Superintendent, using standards and objectives developed by the Superintendent and the Board, which are consistent with District mission and goal statements. A specific time shall be designated for a formal evaluation session. The evaluation will include a discussion of professional strengths, as well as performance areas needing improvement.

Compensation and Benefits

The Board and the Superintendent will enter into a contract which conforms to this policy and state law. The contract will govern the employment relationship between the Board and the Superintendent.

Superintendent/Board Relations

The Board shall exercise those powers that are expressly required by law, those implied by law and those essential to the purposes and goals of the District. To this end, the Board shall delegate to the superintendent all powers as may be required to manage the District in a manner consistent with Board policy and state and federal law.

The superintendent shall supervise all phases of District operations. The superintendent may delegate to other staff the exercise of any powers and the discharge of any duties imposed upon the superintendent by this authority. The delegation of power or duty shall not relieve the superintendent of ultimate responsibility for the action taken under such delegation.

It's the philosophy of the Board that the superintendent shall function as the chief executive officer and as professional advisor to the Board for the District.

Cross Reference: **1521 – Board Administration Operating Principles**
1520 – Board Superintendent Relationship

Legal Reference:	§ 20-4-402, MCA	Duties of district superintendent or county high school principal
	ARM 10.55.602	Definition of Internship
	ARM 10.55.607	Internships
	ARM 10.55.701	Board of Trustees
	ARM 10.55.702	Licensure Duties District Superintendent

Policy History:

Adopted on: 9/22/86

Reviewed on:

Revised on: 6/11/07

ADMINISTRATION

Administration in Policy Absence

~~In the absence of a policy where action is required, the superintendent is authorized to act in accordance with best established practices not inconsistent with law. However, it is the superintendent's duty to inform the Board, at the next regularly scheduled Board meeting, if there is a need for an official policy.~~

Cross Reference: 1310 — District Policy

Adopted: 9/22/86

ADMINISTRATION

6121

District Organization

~~The organization of the school District positions of employment for purposes of supervision, services, leadership, administration of school board policy, and all other operational tasks shall be on a “line and staff” basis. School District personnel occupying these positions of employment shall carry out their duties and responsibilities on the basis of the line and staff organizations.~~

~~The “line” portion of the organization is the vertical line of positions, starting from the top with the Board of Trustees and flowing down through to the teachers. This is the line of authority within the School District organization and it is the focal point of all operational functions.~~

~~The “staff” portion of the organization are those positions horizontally placed from the line organization. The primary function of the staff positions is to service and support the line organizations.~~

~~The purpose of the organization of the school district positions of employment on a line and staff organization basis are for the orderly and logical conduct of business. Under this administrative structure, the conduct of school district affairs may logically be carried out from the Board of Trustees to the teachers and students. This line of authority should be utilized to communicate actions of the School District and for the management of the School District. In addition to this, it should be used for the coordination of the organizational efforts, acts of leadership, and any other conduct of business.~~

Policy History:

Adopted on: 9/22/86

Reviewed on:

Revised on:

ADMINISTRATION

Administrative Regulation Authority

~~The Board has provided the basic objectives, administrative guidance, basis for performance evaluation, and the means of community leadership to the administrative and operational staff through their Board policy.~~

~~The superintendent will provide the leadership and general supervision for the implementation of the Board policy and the management of the school district affairs under these policies. Frequently, this will be accomplished through the superintendent's directives, the administrative regulations, or bulletins. Administrative regulations are the superintendent's specifications for the implementation and management of school district affairs under Board policy.~~

~~The administrative staff shall provide the immediate leadership and supervision of the implementation of Board policy and the management of school district affairs as prescribed in these policies and the administrative regulations.~~

~~Adopted: 9/22/86~~

ADMINISTRATION

Evaluation of the Superintendent

~~The Board shall establish evaluative criteria, an evaluation instrument (form) and shall be responsible for evaluating the performance of the superintendent as provided by statute.~~

~~The superintendent shall have the opportunity for a confidential conference with the Board members each school year, the purpose of which shall be to aid the superintendent in his/her performance. The Board, on the basis of the evaluation, may, with concurrence of the superintendent, terminate the existing contract and re-contract the superintendent's services for periods not to exceed three years.~~

~~In the event that a majority of the Board wishes to terminate the superintendent's services at the expiration of the current contract, the superintendent shall be so notified in writing by February 1 of the final year of the contract.~~

Process

~~The superintendent shall be evaluated on the basis of specific Board/Superintendent-developed performance goals and evaluation criteria.~~

~~By June 28, the Board shall have completed a formal evaluation session with the superintendent. The attached evaluation instrument shall be the basis for the evaluation session.~~

~~Individual evaluation forms shall be turned over to the Board Chair, who shall then meet with the Vice Chair to compile the results. The Board Chair and Vice Chair shall prepare a composite evaluation, which shall include an average of the ratings given by each Trustee and a full listing of the comments made by each Trustee. The composite evaluation shall be provided to all Board members for review prior to the conference with the Superintendent.~~

~~During the closed session discussion the Board and the Superintendent shall arrive at a set of performance goals for the coming year. These goals shall be printed in the final evaluation document that will be signed by each of the Trustees and placed in the Superintendent's personnel file.~~

Legal Reference: 20-4-401 M.C.A. Appointment and Dismissal of District
 Superintendent or County
 High School Principal
 10.55.202(8) A.R.M. Board of Trustees

Adopted: 9/22/86 Rev. 4/12/93, 3/6/01, 12/9/02, 12-13-04

ADMINISTRATION

Superintendent's Contract and Benefits

~~The Superintendent's contract shall cover but not be limited to such topics as Term of Contract, Duties, Annual Evaluation, Compensation, Termination Procedures, Professional Certification, Benefits, and Liability Protection.~~

~~As a part of his/her duties and professional development, the Superintendent shall attend appropriate professional meetings at the local, state and national level. The Superintendent is authorized to attend professional meetings at the national level with permission from the Board Chair and Vice Chair. The expenses for these meetings shall be paid by the District for the Superintendent consistent with policy #1531 for Trustees attending out-of-district meetings.~~

~~Adopted: 9/22/86 Revised: 08/10/15~~

ADMINISTRATION

Assignment and Transfer of Administrative Staff

Administrative staff are responsible to the Board through the superintendent. The assignment of administrative staff shall be in accordance with the organizational chart of the district.

Subject to the approval of the trustees, the superintendent shall have the authority to reorganize and/or rearrange the specific responsibilities of the administrative and supervisory staff in a manner that will provide for the effective operation of the district. The superintendent shall, in considering any assignment or transfer, base a decision on such factors as the desired performance and/or expectations inherent in the position, the staff member's background and preparation, the staff member's past performance, the impact on other facets of the district's operations, and the needs of the district.

Administrative staff members shall be informed of their assignments no later than June 15 except that Nothing in this policy shall prevent the superintendent from reassigning an administrative staff member for good cause during the school year.

Cross-Reference: Policy #5254 Non-Renewal

Legal Reference: 10.55.203(2) A.R.M. District Superintendent
 20-4-203 M.C.A. Teacher Tenure
 20-4-204 M.C.A. Termination of Tenure Teacher Services
 20-4-208 MCA Transfer From Administration Position

Adopted: 9/22/86

ADMINISTRATION

6141

~~Employment Restrictions for Administrative Personnel~~ **Employment and Association Restrictions**

Time taken from the regularly assigned work schedule for such paid activities as college teaching and lecturing shall be subject to prior approval by the superintendent.

Approved leave time, the amount of time lost to the district, will be, but is not restricted to: deducted from vacation time, granted as additional personal leave, or that time prorated to a dollar amount and that amount deducted from the next regularly scheduled pay period.

Time taken from the regularly assigned work schedule for non-paid activities shall follow the format established above.

Policy History:

Adopted on: 9/22/86

Reviewed on:

Revised on:

ADMINISTRATION

Administrative Salaries

~~The Board will establish a system of compensation for administrative staff. Merit pay as a means to award excellence may be incorporated into the salary system for administrators and supervisors.~~

~~Adopted: 9/22/86~~

ADMINISTRATION

Required Administrative Certification

~~Administrators employed by the district must have appropriate Montana certification at the time of contracting. Further, such certification must be maintained throughout the period of employment. Specifically, building level administrators, the Assistant Superintendent of Instruction, Director of Special Education, the Supervisor of Community and Adult Education, and the Supervisor of Music must hold and maintain the appropriate administrator certificate (Class 3, Endorsement 1-8). Other administrative positions such as the Director of Personnel, the Director of Business, and the Supervisor of MOSS may or may not hold an administrative certificate in instructional areas, but must have appropriate post graduate training and experience for their positions.~~

~~Adopted: 4/24/89~~

ADMINISTRATION

Superintendent's Leadership Teams

~~The Superintendent may have a Superintendent's Executive Council consisting of those administrative members of the School District organization the Superintendent may so delegate.~~

~~The Superintendent will prescribe the duties, responsibilities and functions of the Executive Council. The final responsibility and authority for any administrative action shall rest with the superintendent.~~

~~In addition to the Executive Council as discussed above, other leadership teams may be organized to assist the Superintendent.~~

~~Adopted: 9/22/86 Rev: 05/12/08~~

ADMINISTRATION

Internships

~~The Board recognizes the need to provide training opportunities for prospective administrators. Internships for those who are in the process of acquiring administrative credentials shall be considered and approved on an individual basis. The superintendent or designee and the district administrator involved will review the internship proposal with the candidate and the university representative much in the same manner as student teachers are assigned.~~

~~Adopted: 9/22/86~~

ADMINISTRATIONEvaluation of Administrative Staff

Each administrator will be evaluated annually, in order to provide guidance and direction to the administrator in the performance of his/her assignment. Such evaluation will be based on job descriptions, accomplishment of annual goals and performance objectives, and established evaluative criteria.

The Superintendent shall establish procedures for the conduct of these evaluations. Near the beginning of the school year, the Superintendent shall inform the administrator of the criteria to be used for evaluation purposes, including the adopted goals for the District. Such criteria shall include performance statements dealing with leadership; administration and management; school financing; professional preparation; effort toward improvement; interest in students, staff, citizens, and programs; and staff evaluation.

Both the evaluator and the administrator involved in the evaluation will sign the written evaluation report and retain a copy for their records. A person being evaluated has the right to submit and attach a written statement to the evaluation within a reasonable time following the evaluation conference.

<u>Cross Reference:</u>	<u>Policy 6140</u>	<u>Duties and Qualifications of Administrative Staff Other Than Superintendent</u>
	<u>Policy 6210</u>	<u>Principals</u>

Legal Reference: 10.55.701, ARM Board of Trustees

Policy History:

Adopted on: 9/22/86

Reviewed on:

Revised on:

ADMINISTRATION

6420

Professional Growth and Development

The Board recognizes that training and study for administrators contribute to skill development necessary to better serve the District's needs. Each year the Superintendent or designee will develop an administrative professional development program based upon the needs of the district, as well as the needs of individual administrators.

The administrators are encouraged to be a member of and participate in professional associations which have as their purposes the upgrading of school administration and the continued improvement of education in general.

Cross Reference: Policy #5340 Certified Staff Professional Development

Legal Reference: § 20-1-304, MCA Pupil-instruction-related day
10.55.205(1) A.R.M. Supervisory and Administrative Time

Policy History:

Adopted on: 9/22/86

Reviewed on:

Revised on: 1/27/03, 8/21/12

ADMINISTRATION

Professional Association Memberships

~~Administrative staff are encouraged to be members of and participate in professional associations which have as their purposes the upgrading of school administration and the continued improvement of education in general.~~

~~Adopted: 9/22/86~~



Meeting Date:	August 31, 2020
Category:	Discussion - Policy 1st Reading
Agenda Item #:	5.1.2
Originated By:	Steve Johnson, Deputy Superintendent Operations
Others Involved:	MTSBA; Todd Swinehart, Director of Facilities; Trustee Neil

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

Discuss suggested revisions to Policies - #9000 Series.

Discussion:

1. The policy revisions were developed by the Montana School Boards Association in collaboration with District Administrators.
2. The policy revisions as written are more succinct and reflect current practice.
3. This policy will appear on the September 14, 2020 consent agenda for final consideration and approval.

Bozeman Public Schools District Board of Trustees
Policy Review and Revision
Summary of Policy Series 9000 – School Facilities

EXISTING POLICY	PROPOSED POLICY	TITLE	NOTES	TRS COMMENTS	GN COMMENTS
9000		Goals		No change needed.	Is our maintenance plan “aggressive” per policy language?
9100		Planning	Review for accuracy	No change needed. Open for discussion.	Looks good
9110		Facilities Master Plan	Review for accuracy	More and more, these topics are covered under our Long Range Facilities Master Planning Committee with the recommended time frames being much less than the ten-year period and annual updates. Shall we modify?	This policy looks good. I also agree with Todd’s thought.
9120		Alterations or Changes to Buildings, Grounds and Real Property		No change needed.	Looks good
9120P		Alterations or Changes to Buildings, Grounds and Real Property Procedures	Review for accuracy. Consider blending with policy.	My preference would be to keep the policy separate from the procedure, no change recommended.	Looks good
9210		Site Acquisition		No change needed.	Looks good
9221		Bonds		No change needed.	Looks good
9230		Design and Construction		No change needed.	Looks good
9231		Architect and Engineering Services	Review highlighted portions for accuracy	The first highlighted portion was just updated in 2017 to increase the duration from 2 to 3 years in order to be more efficient. Recommend	Todd’s comments make sense to me

				changing the \$750k ceiling to \$1.5M. Last highlighted section needs to be corrected to accurately reflect the 3 year change.	
9231P		Architect and Engineering Services Procedures		No change needed.	Looks good
9232		Educational Specifications	Updates for outdated language	Concur with proposed language changes.	Proposed language changes result in a clearer wording for this policy
9232P		Educational Specifications Procedures	Review for accuracy	No change needed.	Agree w/ Todd
9233		Sustainable Building Design and Construction Standards		No change needed.	Looks good
9240		Construction Phase		No change needed.	Looks good
9241		Project Supervision		No change needed.	Looks good
9241P		Project Supervision Procedures		No change needed.	Looks good
9242		Contractor Assurances		No change needed.	Looks good
9243		Contractor Surety Bonds and Insurance		No change needed.	Looks good
9244		Maintenance of Records		No change needed.	Looks good
9245		Acceptance of Completed Project		No change needed.	Looks good
9250		Dedication of Facilities		No change needed.	Consider adding corporate sponsors as eligible for facility dedication?
9250P		Dedication of Facilities Procedures		No change needed.	Looks good
9260		Closure of Facilities		No change needed	Need broader wording than just “mechanical failure? Ie. structure becomes compromised?
9261		Sale of Real Property	Also addressed in 7251	Delete	
9300		Operation and Maintenance of District Facilities	Review job titles	Change Supervisor of Maintenance, Operations and Support Services to Director of Facilities.	Agree with Todd
9310		Safety Policy	Add cross reference	Cross referenced with 8301 - Delete from a redundant standpoint.	Agree with Todd

9310P		Safety Program Procedures	Review job titles	In conjunction w/9310 should this be deleted?	Agree with Todd
9320		Security	Update syntax and legal reference	Agree with recommended changes	Looks good
9320P		Security Procedures		No change needed	Looks good
9321		Care of School Property	Review for necessity	No change needed	Policy seems necessary to me
9321P		Care of School Property Procedures	Review for necessity, compliance with student due process.	See recommended changes	Looks good
9330		Building and Grounds Operations	Review job titles	Change to Director of Facilities	Agree with Todd
9340		Maintenance of District Facilities	Review job titles	Change to Director of Facilities	Agree with Todd
9350		District-Wide Asbestos Program	Review for necessity may be better served as internal document to avoid having board approval for changes.	Delete policy and maintain as administrative document	Up for discussion
9350P		District-Wide Asbestos Program Procedures	Review for necessity may be better served as internal document to avoid having board approval for changes.	Delete procedure and maintain as administrative document	Up for discussion
	9500	School Siting		New Policy to add	Looks good
	9500P	School Siting Procedures		New Policy to add	Looks good
	9501	School Siting Determinations, Designs, Attendance Zones and Assignments		New Policy to add	Looks good

MTSBA Note: This policy series does not appear in the MTSBA model manual because many of topics these policies and procedures may be better served as internal guidance rather than district policy. This helps to avoid having the board approve any deviation from the policies and procedures during construction projects, building maintenance, and routine operations. Policies that are retained can be placed in the 8000 and codified as “Noninstructional Operations.” If the policy series is retained, the policies and procedures should be reviewed to ensure accuracy

SCHOOL FACILITIES

Facilities Master Plan

In order to efficiently manage the district's present and future facilities needs, the Board shall cause a facilities master plan to be developed. Such plan shall cover a ~~ten-five~~-year period, be reviewed ~~annually~~ **every two years** and include at least the following:

1. A cost analysis of financial ability of the district to implement its facilities program.
2. Existing and projected student enrollment figures.
3. An inventory of the district's undeveloped property and developed facilities, including an analysis of the number of students in each facility and whether the facility is over- or under-crowded.
4. An analysis of the appropriateness of the facilities to meet the needs of students, including their acceptability to students of both sexes and those with handicapping conditions.
5. Recommendations as to the sale or other disposition of district property not needed in the future.
6. Recommendations as to the acquisition, construction or modification of new sites of facilities and how such shall better meet the needs of students and the educational program.

Policy History:

Adopted on: 9/22/86

Reviewed on:

Revised on:

SCHOOL FACILITIES

Architect and Engineering Services

To assure that all remodeling, repairs, additions or alterations to the District's property meet existing codes and laws, the District shall select one architect or architectural firm as its primary resource for its professional architectural needs. One or more firms will also be chosen for District work requiring the following professional disciplines: electrical, mechanical, civil and structural engineering, land surveying and landscape architecture. The term of these professional consultants shall be **three** calendar years.

The Superintendent or the Superintendent's designee shall invite architects and/or engineers to express interest in performing such necessary consultant services for the District. Advertising shall be in the Bozeman Daily Chronicle.

Interested firms will be requested to submit a statement of qualifications and performance data. Criteria for selection of a firm shall include, but not be limited to, quality and breadth of staff, design of similar projects, production capability, supervision and quality control, relationship with clients, cost estimating and budget control.

The Superintendent is directed to establish necessary procedures to solicit and screen qualified consultants. The Superintendent shall recommend one or more firms to the Board for its consideration. The Superintendent and the successful architectural or engineering firm shall enter into an agreement specifying the hourly rates for all services provided by the consultant. In the event the Superintendent and the selected firm are unable to negotiate fair and reasonable fees and/or selected firm(s) are deemed to be providing unsatisfactory service, the Trustees may select another firm provided reasonable public notice of the selection is given.

Should any individual project exceed the capacity of the District's consultant(s) to complete, or should any project exceed an estimated completed cost of ~~\$750,000~~ **\$1,500,000**, the above process shall be used to identify a consultant for that particular project. At the Superintendent's request, the Board may waive this limit for a given project and utilize the **two three**-year-term consultant(s) for such work.

Legal Reference: 20-6-631 M.C.A. When Contracts for Architectural Services Required 20-6-633 M.C.A.
Negotiation of Fees
18-2-113 M.C.A. Architects on Public Buildings to be Certified
18-2-114 M.C.A. Seal and Signature of Architect on Plans

Policy History:

Adopted on: 9/22/86

Reviewed on:

Revised on: 2/8/99, 9/28/09, 10/09/2017

SCHOOL FACILITIES

Educational Specifications

Facilities shall be designed to accommodate the educational and instructional needs of the district. The professional experience and judgment of staff shall be used in developing such educational specifications. ~~The law requires that special attention be given the accessibility to the education program by students of both sexes and those with handicapping conditions.~~ The superintendent, consultants, architects and members of the construction team shall see that ensure all construction projects comply with the all applicable laws including but not limited to gender equity and accessibility for disabled persons. ~~requirements for accessibility to the handicapped and comparability between the sexes.~~

Policy History:

Adopted on: 9/22/86

Reviewed on:

Revised on:

SCHOOL FACILITIES

Sale of Real Property

~~The Board has the authority to dispose of all district property. This power shall be exercised only when the qualified electors of the district approve of such action at an election called for such approval or when the trustees adopt a resolution stating their intention to dispose of the property. When trustees adopt such a resolution, they shall schedule a meeting to consider a resolution to authorize the sale of the real property. The conduct of the meeting and any such subsequent appeals shall be in accord with Section 20-6-204 MCA~~

~~Receipts from the sale of real property shall be placed into the debt service fund, building fund, general fund or any combination of these three funds at the discretion of the trustees.~~

Legal Reference:	20-6-603 MCA	Trustees Authority to Acquire or Dispose of
		Sites and Buildings
	20-6-604 MCA	Sale of Property When Resolution Passed
		After Hearing -- Appeal Procedure

Policy History:
Adopted on: 9/22/86
Reviewed on:
Revised on:

SCHOOL FACILITIES

Operation and Maintenance of District Facilities

Facilities are to be maintained and operated in a safe, healthful condition and to preserve the district's investment. The ~~Supervisor of Maintenance, Operations and Support Services~~ **Director of Facilities**, in cooperation with the principals, fire chief and county sanitarian shall periodically inspect plant and facilities. He/she shall provide for a program to maintain the district physical plant by way of a continuous program of repair, maintenance and reconditioning. Budget recommendations shall be made each year to meet these needs and any such needs arising from an emergency.

The ~~Supervisor of Maintenance, Operations and Support Services~~ **Director of Facilities** shall formulate and implement energy conservation measures. Principals and staff are encouraged to exercise other cost-saving procedures in order to conserve the resources of the district in their buildings.

Legal Reference:	10.55.503 A.R.M.	School Plant and Facilities
	10.55.504 A.R.M.	Maintenance

Policy History:

Adopted on: 9/22/86

Reviewed on:

Revised on:

SCHOOL FACILITIES

SAFETY POLICY

Bozeman Public Schools recognizes the importance of providing a safe learning and working environment for students, staff and trustees. The Board of Trustees believes that safety education and accident prevention are important to everyone concerned with schools. The Board directs the Superintendent to develop procedures to effectively implement the responsibilities directed in this policy.

ResponsibilitiesPrincipals

The principal has the primary responsibility to identify safety hazards which may occur between periodic safety inspections, to supervise the instructional staff to assure that safety education is conducted as part of the educational program, and to assure the proper supervision of students. The principal is responsible to work closely with the Director of Personnel as it relates to the training of staff.

Supervisor of Maintenance and Operations

The Supervisor of Maintenance and Operations has the responsibility for the maintenance of a safe educational environment including both facilities and grounds.

Director of Personnel

The Director of Personnel has the overall responsibility for personnel training as required by the Montana Safety Culture Act.

Assistant Superintendent of Instruction

The Assistant Superintendent of Instruction is responsible for safety education of students. He/she is responsible to assure that adequate supervision is provided, and that students are given adequate safety education.

Montana Safety Culture Act

The Board directs the formation of a District Safety Committee comprised of employer and employee representatives as outlined in the Montana Safety Culture Act. This committee serves in an advisory capacity and is responsible for activities which may include:

1. assessing and communicating hazards;
2. communicating with employees regarding Safety Committee activities;
3. educating employees on safety related topics;
4. motivating employees to create a safety culture in the workplace;
5. assisting in the development of safety rules, policies and procedures;
6. control of hazards;
7. periodic evaluation of the safety program;
8. inspection of the workplace;
9. development of safety training and awareness topics; and
10. recommending ways to keep job specific training current.

Staff Protection

The District will participate in the prosecution of any individual(s) who may disturb any school or school meetings, insult or abuse any school employee or student during the course of the school/work day, or otherwise violate the laws of the State of Montana regarding school disturbance or individual protection for school employees or students.

Work-Related Illness or Injury

~~All accidents are to be reported to the principal or supervisor in charge as soon as possible.~~

~~All Workers' Compensation reports will be filed with the District Business Services Office who will send the claim to the current Workers' Compensation Management Company.~~

Cross Reference: ~~Policy 8301 – District Safety~~

Legal Reference: ~~Section 39-71-1501 et. seq., MCA Montana Safety Cultures Act~~
~~Section 20-1-206 et. seq., MCA Disturbance of Schools~~

Policy History:

~~Adopted on: 9/22/86~~

~~Reviewed on:~~

~~Revised on: 10/12/98~~

SCHOOL FACILITIES

Security

Security means ~~not only~~ maintenance of buildings, ~~but also~~ protection from fire hazards ~~and~~ faulty equipment and safe practices in the use of electrical, plumbing, and heating equipment. The Board requires and encourages close cooperation with local police, fire, and sheriff departments and with insurance company inspectors.

Access to school buildings and grounds outside of regular school hours shall be limited to staff whose work requires it. An adequate key control system shall be established which shall limit access to buildings to authorized staff and shall safeguard against the potential entry of unauthorized persons.

Records and funds shall be kept in a safe place and under lock and key when required.

Locks and other protective devices designed to be used as safeguards against illegal entry and vandalism shall be installed when appropriate to the individual situation. Employment of watchmen may be approved in situations where special risks are involved. All incidents of vandalism and burglary shall be reported to the superintendent immediately and to law enforcement agencies as appropriate.

Legal Reference: Section 50-61-114 MCA Fire Chief and ~~County Sheriff~~ Fire Inspector to Make Inspections

Policy History:

Adopted on: 9/22/86

Reviewed on:

Revised on:

SCHOOL FACILITIES

Care of School Property

The following steps shall be taken upon evidence that school property has been damaged or lost, whether or not the action was willful:

1. Damage of any nature to school property shall be reported to the school principal.
2. A Damage or Loss Report shall be submitted ~~via Kissflow to the Superintendent.~~ In the event of a break-in, whether damage is noted or not, the ~~Superintendent~~ **Director of Business Services** shall report the occurrence to a law enforcement agency. Care shall be taken to avoid damaging prints or any other evidence that may be associated with the break-in.
3. An investigation to establish the individuals responsible for acts of vandalism or theft shall be initiated.
4. Repair or replacement costs for damage shall be estimated by the maintenance department on a work request form.
5. Parents shall be informed, in writing, regarding the nature of the damages, how restitution may be made, and how appeal may be initiated.
6. The ~~business office~~ **Director of Business Services**, upon receipt of the damage or loss report, shall bill the student's parent for the repair or replacement costs.
7. The district's property insurer shall be notified by the ~~Business Office~~ **Director of Business Services** as soon as possible.
8. Copies of the parent notification along with an estimate of damages shall be sent to the Superintendent.
9. The Superintendent will review any appeal made by the student and/or parent.
10. The student and/or parent shall be advised that they may appeal the decision of the Superintendent ~~at the next regular meeting of~~ **to the Board of Trustees** (see Policy #3520).

SCHOOL FACILITIES

Buildings and Grounds OperationsFacilities' Operations

The operation of the district's facilities shall be the responsibility of the Superintendent through the **Director of Facilities** ~~Supervisor of Maintenance, Operations and Support Services~~. The ~~Supervisor of Maintenance, Operations and Support Services~~ **Director of Facilities** shall manage the operation of the facilities through the head custodians of the district's school facilities.

An adequate staff of custodial personnel will be employed by the district to operate the district's facilities. This responsibility shall include, but not necessarily be limited to the following:

1. Adequate and timely operation of each facility's heating system.
2. Proper care of the district's physical properties including walls, floors, roofs, ceilings and equipment in those facilities.
3. Adequate care of and timely lamp replacement in each facility's lighting system.
4. Proper care of each facility's grounds and playgrounds.

Because of the nature of facility operations, this service shall be provided not only during the normal scheduled working day and working year, but shall also occur during those times when the building is occupied outside of regular hours. At no time shall a facility be occupied by a group of individuals without at least one operational person being in the building during the time of occupancy by the using group.

Policy History:

Adopted on: 9/22/86

Reviewed on:

Revised on:

SCHOOL FACILITIES

Maintenance of District FacilitiesFacility Management

The maintenance of the facilities owned by the School District #7 shall be the responsibility of the **Director of Facilities** Superintendent through the Supervisor of Maintenance, Operations and Support Services.

The **Director of Facilities** Supervisor of Maintenance, Operations and Support Services shall accomplish all maintenance (other than minor maintenance that can be accomplished by the operational staff) by hiring self-employed or employed individuals from the private sector. This applies not only to the day to day maintenance of the facilities, but the predictable maintenance that can be handled through contracted services such as snow plowing, fire extinguisher replacement, pest control, etc.

The **Director of Facilities** Supervisor of Maintenance, Operations and Support Services shall maintain a list of craftsmen, mechanics and tradesmen in each of the areas required by the district whenever possible. Such lists will be updated annually after the use of general advertising techniques in local area media announcing the need for such individuals.

Policy History:

Adopted on: 9/22/86

Reviewed on:

Revised on:

SCHOOL FACILITIES

District-Wide Asbestos Program

It is the intent of the District that the Asbestos Hazard Emergency Response Act (AHERA) dated October 30, 1987 and all of its amendments, alterations and changes be complied with by all district employees, vendors and contractors. Although the AHERA act is detailed in its regulations regarding the duties of the school district, it does not define its responsibilities to any lower level. The purpose of this policy is to define those individuals responsible for various requirements of the AHERA act, set time tables for compliance of the provisions of the act, and to set general guidelines involving the district's compliance in those areas that are non-mandatory in the act.

Designated Person

The Board shall appoint a designated person as required in 40 CFR Part 763.80. This person shall be fully cognizant of the AHERA act and specifically shall

- a. Be in a position to understand the financial requirements available to the district and procurement procedures of the district.
- b. Seek adequate training to perform all duties assigned under this policy. Such training shall provide as necessary basic knowledge of:
 - 1. The health effects of asbestos.
 - 2. Detection, identification and assessment of asbestos-containing materials (ACM).
 - 3. Options for controlling asbestos-containing building materials (ACBM).
 - 4. Asbestos management programs.
 - 5. Follow all federal and state regulations concerning asbestos, including those of the Occupational Safety & Health Administration, the U.S. Department of Labor, the U.S. Department of Transportation and the U.S. Environmental Protection Agency.
- c. Supervise the preparation and implementation of an asbestos management plan.
- d. Make decisions regarding which response actions comply with the act.
- e. Know and direct what to do in the event of an ACM fiber release.
- f. Insure proper training of district custodial personnel as required by the act.
- g. Insure that the six month periodic surveillances are carried out on time and by adequate personnel.
- h. Insure that maintenance and other short term workers are properly notified of the location and effects of asbestos in areas they may be working.
- i. Insure that all employees, building occupants, or their legal guardians are informed at least once each school year about inspections, response actions and post-response activities including periodic re-inspection and surveillance activities that are planned or in progress.
- j. Aid in the design and implementation of the operation and maintenance portion of the asbestos program.
- k. Insure that surfaces whose assessment after inspection are found to be in the most hazardous category are immediately cleaned as required by the act.
- l. Insure that warning labels are in place as required by the act.
- m. Insure that the three year reinspections occur on time and in accordance with the act.
- n. Assist principals in notifying the parents, teachers and staff of inspections, response actions and reinspections.
- o. Personally inspect after any response action the area involved in the response action activity.
- p. Insure that the management plan is updated as required by the act.
- q. Maintain records of the following:
 - r. All employee training:
 - 1. 2. All inspections and periodic surveillances.
 - 2. All cleaning of friable areas.

- ~~3. All disturbances of friable ACM by short term workers and others.~~
- ~~4. All minor and major fiber releases.~~
- ~~5. All minor and major abatements.~~
- ~~6. The transportation and burial of all asbestos.~~

Principals

~~Each principal shall insure that notice is given to each staff member during the first month of employment of each school year or the first 30 days of employment if hired midyear that a copy of their building's management plan is available in the principal's office. A permanent notice in the building faculty handbook would be considered adequate notice for teachers. Other written means should be found for other employees in the building.~~

~~Each principal shall insure that all guardians of students enrolled in his/her building receive a copy of a letter complying with 763.93(a)(10) during the first 30 days of each year's enrollment. The publishing of this letter in the form of a notice in a parent handbook will be considered adequate notice to guardians of all students, if the method of distribution of the handbook can reasonably be expected to assure that each guardian receives a copy of the handbook.~~

Asbestos Removal Priorities

~~The policy of Bozeman School District with regard to the removal of asbestos containing building materials shall be as follows:~~

- ~~a. Thermal system installation (TSI) shall be removed from all spaces except grade level pipe tunnels by the year 1996. The designated person shall insure that those locations with the most hazardous assessment are removed first, and that removal occurs on a continuing basis until all asbestos TSI is removed from the functional spaces of this district.~~
- ~~b. Asbestos-containing TSI materials in the district's ongrade tunnels shall be enclosed in those spaces. Short-term worker and maintenance worker exposure to these spaces shall be controlled and managed through the Operations & Maintenance portion of the management plan.~~
- ~~c. Asbestos-containing surfacing material (walls, floors, ceilings, etc.) shall not be removed from district spaces unless the material is friable, damaged or there exists a potential for damage. Otherwise, asbestos-containing surfacing material shall remain in place and enclosed or encapsulated as recommended by the management plan.~~
- ~~d. Miscellaneous asbestos material shall be removed, enclosed, encapsulated or controlled as determined by the various factors of assessment required by the act and as specified by the management plan.~~

Policy History:

~~Adopted on: 2/13/89~~

~~Reviewed on:~~

~~Revised on:~~

NONINSTRUCTIONAL OPERATIONS

9500

School Siting **(NEW POLICY)**

It is the policy of Bozeman Public Schools that school siting determinations will support the overall needs of students, their families, and the broader community, including the ability of students to easily walk or bicycle to school. “School siting determinations” include decisions about new school locations, about maintaining, renovating, or expanding existing schools, and about closing or consolidating existing schools.

The District acknowledges the importance of schools’ locations for the entire community: their ability to serve as centers of the community, as landmarks or historic sites, as anchors for neighborhoods, and as emergency centers. Locating schools near residential neighborhoods and in central locations has important benefits for students’ health, allowing students to use school grounds for play and physical activity when school is not in session, enabling students to walk or bicycle to school, and making it possible for families to be more easily involved in school activities.

In making school siting determinations, District will strive to:

1. Work toward meaningful coordinated planning with [local government/s].
2. Engage in long-term planning, based on data regarding current and projected future student enrollment, demographics, residential density of children in new and existing development, anticipated development, student transportation costs and trends, and so on. Provide a substantial role for public input into short- and long-term school facilities planning in order to ensure community buy-in and achieve better results.
3. Consider co-location of facilities (e.g. libraries, gymnasiums, parks, exercise fields, etc.) for use both by students and by the larger community, either by locating facilities near to each other, or through more formal intergovernmental contracts or joint use agreements spelling out how use and responsibility will be shared.
4. Consider renovating existing facilities before building new, especially where historic facilities are in question.
5. Provide schools in locations that allow students to walk or bicycle to school safely and conveniently and provide the community with easy access to school facilities.
6. Provide schools in locations serving a student body that represents the racial, ethnic, and socioeconomic diversity of District’s students and families.
7. Design school attendance zones and school assignment policies to support walkability and diversity.
8. Consider all health impacts of proposed sites (either through a health impact assessment (HIA) or another method of methodically analyzing health impacts), including the location’s supportiveness and safety for physical activity; past or present toxic contamination of site or nearby areas; nearby sources of pollution or toxic contaminants, such as highways, industrial facilities, or pesticide applications; air pollution levels and asthma; and so on.
9. Consider equity of school facilities to avoid providing some students with an inferior learning environment to that provided to others. Take steps to ensure that inequitable facilities do not disproportionately house students of color and low income students. Evaluate impact of school siting determinations on students and communities from an equity standpoint, including where the burden of lengthy school transportation journeys is placed. Consider facility and transportation equity for students and families with disabilities.
10. Support Safe Routes to School encouragement and education programs in schools as well as infrastructure projects to improve safety of school routes:
 - Work with local government to ensure that the areas surrounding schools allow students to safely travel to school through different modes of transportation.
 - To protect children from vehicle injuries, prioritize safe access for children who are bicycling or walking (including those walking after drop offs from cars or buses) over vehicle access.
 - Ensure that site design safely accommodates students arriving and departing by all modes of transportation, including walking, bicycling, public transportation, school bus, and private vehicles.

Long-Term Coordinated Planning

The District shall engage in long-term facilities planning by creating and [regularly/annually/ every five years] updating a [School Facilities Plan], setting out an overall [5/10/20] year plan for school facilities. The School Facilities Plan shall include an assessment of enrollment capacity, an analysis of community growth and change factors, and an inventory of facilities and assessment of their condition, utilization, and adequacy. [District shall also establish a capital improvement program and a facilities maintenance plan.] The School Facilities Plan shall draw on the considerations and factors set forth in this policy, as well as those set out in Board Policy []: School Siting Determinations, to plan and project regarding future site renovations, closures, and new locations.

The District shall base its short and long-term facilities planning on data regarding current student enrollment and projected long-term future student enrollment, demographics, residential density, and other relevant factors. The District shall [annually] obtain and assess such data.

Student enrollment projections shall be based on:

- Estimates based on the population of children aged zero to five
- Current student enrollment and registration figures
- Local government growth projections, as well as proposed or adopted changes in planning or zoning
- Current and planned residential development project
- Other relevant factors that may affect the number of children within District boundaries and attending District schools.

The District shall [annually] compile maps that show the residential density of current and future students, with particular attention to the density of students within half a mile, one mile, and two miles of existing and proposed school sites. The District shall also compile maps that overlay or show the distribution of students by racial, ethnic, and socioeconomic group.

The District shall regularly coordinate with [the planning department/s of local jurisdiction/s] (“[Planning Department/s]”) through regular meetings and assigned staff liaisons. The District shall provide [Planning Department/s] with District’s projections regarding changes in student population numbers and District’s long-term and short-term plans for facilities. The District shall seek to [annually] obtain from [Planning Department/s] information about anticipated residential development or other factors that may affect student population.

The District shall seek to work with [Planning Department/s] to identify opportunities for possible joint use or co-location of city and school facilities. The District shall seek to coordinate District’s long-term planning with [jurisdiction/s]’s [long-term planning/comprehensive planning] process, with the goal of ensuring that school siting determinations contribute to the livability, sustainability, and health of the community, as well as ensuring that [jurisdiction/s]’s zoning, development, and street design decisions contribute to making it safe and healthy for students to travel to school and learn and grow there.

The District shall also encourage [Planning Department/s] to engage in comprehensive planning, master planning, zoning amendments, and development approvals that support increased residential racial, ethnic, and socioeconomic integration, particularly near schools. The District shall encourage [Planning Department/s] to prioritize development projects that yield denser multi-income housing near schools, particularly where likely to increase residential integration.

The District shall encourage [local jurisdiction/s] to review or revise subdivision codes and regulations to ensure that residential neighborhoods provide safe pedestrian and bicycling access to schools as well as connectivity to schools and other important destinations.

Policy History:

Adopted on:

Reviewed on:

Revised on:

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NONINSTRUCTIONAL OPERATIONS

9501

School Siting Determinations, Designs, Attendance Zones and Assignments **NEW POLICY**

The District recognizes that it is necessary to balance numerous complex issues in making determinations regarding the location of school educational facilities, including factors such as: the suitability of possible sites for educational needs in question; costs (for land, rehabilitation, reimbursement rates, construction, transportation, and more); ease of obtaining land; proximity of sites to students' residences; ability to coordinate with local jurisdictions to share facilities and resources; safety of sites for student health in terms of potential exposure of students to toxics and other dangerous substances; safety from natural hazards such as flooding, earthquakes, etc]; site conditions and topography.

In making school siting determinations (which, as noted above, include selecting new sites, renovating or rebuilding on existing sites, and closing existing schools), the District shall give high priority to locations that:

- Are walkable and bikeable and have access to public transportation: A walkable and bikeable site is one for which [50]% of the current or future assigned student population lives within a [1/2] mile travel distance of the school. In evaluating travel distance, consider natural or artificial barriers to convenient access, such as highways, streams, railroad tracks, or the like, that may make actual distance traveled further than direct distance.
- Have safe routes: A site with safe routes has a surrounding neighborhood or area with safe and convenient facilities for walking and bicycling to school. Safe routes for walking require continuous sidewalks, frequent safe street crossings, and few or no wide streets where vehicles exceed 35 mph to cross or travel along. Safe routes for bicycling require bike paths, bike lanes, or narrow streets with low traffic volume and low speeds. The District will seek to avoid locating schools near highways, railroad tracks, or other barriers that significantly impede safe travel.
- Support racial, ethnic, and socioeconomic diversity: The District shall also prioritize sites that support student racial, ethnic, and socioeconomic diversity through proximity to one or more residential areas that cumulatively reflect the diversity of the larger community.
- Are near other community resources: The District shall prioritize sites that are within walking distance of community resources of value for students, such as libraries, museums, police or fire stations, athletic facilities, and parks, as well as locations such as senior centers that might benefit from joint use of school facilities. [District shall also prioritize sites that are near public transportation and have existing access to adequate roads, utilities, and other infrastructure.]
- Will not pose significant risk of exposure to environmental contaminants: The District shall avoid sites that pose a significant risk that students or staff may be exposed to environmental contaminants from nearby or on-site sources.

The District shall develop [administrative regulations/procedures] that set forth a system for comparing potential sites by weighing relevant factors, with an emphasis on the factors noted above.

In comparing and assessing the cost of school siting options, the District will consider the full range of costs of each choice, including the cost of land acquisition, construction, renovation, equipment and furnishings, demolition or mothballing of closed schools, student transportation for school system and for families, financing fees, infrastructure such as new sewers, roads, and utilities, and other life cycle costs. The District shall also consider effects of each option on property values. For each option, the District will assess both the total cost and the portion of the total cost that would be incurred by the District.

Insofar as possible while complying with state law, the District will not exercise a preference for new construction over renovation of existing schools. Instead, the District will consider renovating existing facilities before building new, especially where existing facilities have historic or architectural value. Prior to deciding to construct a new school or replace an existing school with a new school, the District will compare the costs and benefits of renovating versus new construction, from a financial, health, and community perspective.

Insofar as possible while complying with state law, the District shall make determinations regarding whether a site provides sufficient acreage for a given need based upon an evaluation of the context and flexible design approaches, rather than through adherence to fixed minimum acreage guidelines. The District shall consider obtaining space for recreation and sports facilities through co-location with parks or other facilities. The District shall consider creating smaller building footprints by building multistory buildings.

Insofar as possible while complying with state law, the District will not abide by a fixed minimum number of students per school, but will consider all factors flexibly in determining preferred school size.

Site Design

In constructing a school or in renovating an existing school, the District shall design and construct the site to accommodate the safety and convenience of students, including students with disabilities, in arriving and departing by different modes of transportation, including walking, bicycling, public transportation, school bus, and private vehicles. Site design shall minimize conflicts between pedestrians, bicycles, school buses, and private vehicles, and shall provide safe crossings.

The District will ensure that new and renovated sites have ample bicycle parking, and will seek to provide and upgrade bicycle parking at existing schools. To the extent possible, bicycle parking shall be (a) centrally located, for convenient access by students and to provide visual protection from attack, theft, or vandalism, and (b) protected from the elements. The District will ensure that there is a practical route for bicycles through the school campus. If free or subsidized parking for motor vehicles is provided for staff, the District shall provide generally equivalent benefits to staff who use other means of transport to travel to school.

The District shall support Safe Routes to School programs and events encouraging students to walk and bicycle to school.

The District will design entrances and exits to site to facilitate convenient access for pedestrians and bicyclists, while protecting safety of students during the school day. The District will [seek to] avoid having entrances and exits on arterials, particularly for elementary schools. The District will seek to integrate schools into the community by providing a number of access points to school grounds from the surrounding neighborhood and by encouraging use of trails, bike paths, and sidewalks to connect neighborhoods to school.

For areas outside of the District's jurisdiction, the District will work with the appropriate local jurisdiction/s (State, County City) to improve safety of walking and bicycling routes to school, as well as to separate modes, calm traffic, and ensure safe crossings in the immediate vicinity of the school. The District will also work with local jurisdiction(s) to ensure that new and existing neighborhoods provide direct access to schools and to revise subdivision codes to encourage connectivity and pedestrian and bicycle friendly design.

Attendance Zones & Assignment

In engaging in school siting determinations, the District shall evaluate existing attendance zones and assignment policies with the goal of creating schools that are walkable and bikeable and also reflect the racial, ethnic, and socioeconomic diversity of the District's community.

The District shall consider implementing the following recommendations:

- As far as possible without compromising the racial, ethnic, and economic representativeness of schools, assign students to schools by neighborhood attendance zones.
- Draw attendance zones to maximize diversity and walkability within each zone, by reference to neighborhood demographics.
- Consider limiting school choice or magnet programs. Design these programs to support and enhance diversity, and to minimize negative effects on walkability.
- Consider establishing neighborhood preferences for these and charter school programs.
- As necessary, provide busing to support racial, ethnic, and socioeconomic diversity.

Every 5/10 years, or as needed, the District will reevaluate attendance zones and assignment policies and will propose revisions in light of new demographics, land use patterns, school sites, attendance patterns, or other circumstances.

Policy History:

Adopted on:

Reviewed on:

Revised on:



Meeting Date:	August 31, 2020
Category:	Reports
Agenda Item #:	7.1
Originated By:	Bob Connors, Superintendent
Others Involved:	Executive Cabinet

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:

The Superintendent and Executive Cabinet will provide updates of current issues in their respective areas of responsibility. Since the topics that may come up have not been properly noticed, these reports should not result in extensive discussion by the Board and public at this meeting. They may, however, lead to future agenda items that have been properly noticed.



Meeting Date:	August 31, 2020
Category:	Reports
Agenda Item #:	7.2
Originated By:	Trustees
Others Involved:	

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:
Individual Trustees will be provided the opportunity to make requests, express concerns, give reports and request future agenda items. Since the topics that may come up have not been properly noticed, these reports should not result in extensive discussion by the Board and public at this meeting. They may, however, lead to future agenda items that have been properly noticed.